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WELCOME

To All Practical Nursing Students:

Welcome to Blackstone Valley Vocational School District Practical Nursing (PN) Program. As you embark on this new path of becoming a professional nurse, you will be challenged, and face immense responsibility as an adult learner.

This program will prepare you to for entry into the nursing profession to become a caring, safe and competent health care provider. This will not be an easy journey. The PN Program is rigorous, challenging, demanding and stressful.

The faculty and staff members are eager to assist you in your journey. Our faculty want to see you succeed. Faculty are transparent and maintain an open door policy.

This handbook is part of your success. The policies and procedures of this handbook will serve as a reference and guide and dispel any rumors that cause unnecessary stress. It is important that you take the time understand the contents of this handbook which serves as a road map to your personal and professions success.

Should you need any assistance during the nursing program, please do not hesitate to meet with me. I maintain an open door policy. I can be contacted by phone or email to assist you in your journey.

We hope your educational experience is enjoyable and rewarding.

Professionally,

Joann Monks, MBA, MSc, RN-BC, RMA
INTRODUCTION

PRACTICAL NURSING MISSION STATEMENT

Adhering to and supported by the Blackstone Regional Vocational Technical High School the Practical Nursing program prepares students for **personal and professional success** as a practical nurse in a rapidly changing, progressively complex health care field.

PROGRAM DESCRIPTION

Blackstone Valley Regional Vocational Technical High School Practical Nursing Program is a part time, 60 week evening program. The Nursing program provides 1090 hours of instruction. The evening program meets three times per week and one weekend clinical per month. Evening hours will be generally from 3:50 p.m.-10:10 p.m. Weekend clinical may be day or evening hours. The PN program offers a comprehensive practical nursing curriculum that considers care of clients and families across their lifespan, some clinical experience may be scheduled during day hours.

PHILOSOPHY

The Blackstone Valley Regional Vocational Technical High School Practical Nursing Program frames its philosophy within the theoretical structures of Dorethea Orem’s Self-Care Deficit Nursing Theory. The program philosophy is congruent with the school district philosophy in providing the community with safe, skilled, competent and prepared entry-level practical nurses.

The faculty believes that:

**Individuals** are: Unique members of a diverse community. Individuals are viewed as embodied persons with inherent rights that become sustained public rights and who live in coexistence with other persons. People are deserving of respect, dignity and assistance. “Adult persons or people have the right and responsibility to care for themselves and to maintain their own rational life, health and have such responsibly for persons socially dependent on them” (Orem, in Fawcett, 2005, p.227). Individuals function biologically, psychologically, socially, and spiritually, and have the potential to make choices that will meet their own needs for self-care. Self-care demands are both universal and unique to the individual.

**Health** is “A state of a person that is characterized by soundness or wholeness of developed human structures and of bodily and mental functioning” (Orem, in Fawcett, 2005, p.239). Health and illness exist on a continuum that is ever changing depending on complex health states: physiologic changes, life style choices, and the results of self-care actions. The individual uses his/her self-care capabilities to maintain or restore health. The extreme ends of the continuum are represented by optimal wellness or death. Unresolved self-care deficits become the basis for individuals to seek health care.

**Nursing** is: A caring, helping, theory-based discipline focused on assisting the client to achieve an optimal level of self-care. Nursing utilizes nursing systems and nursing processes, applied through critical thinking to manage individual needs. Nursing is based on scientific principles directed toward understanding health needs, and promoting health practices. The goal of nursing is helping
the patient move toward responsible self-care that may take the form of steadily increasing the 
independence of self-actions, adjustments to disruptions in self-care capabilities or steady declining 

Environment is: External physical and psychosocial surroundings. The educational environment 
promotes personal development through motivation to establish appropriate goals and to adjust 
behavior to meet those goals in safe, positive and caring surroundings. The educational 
environment can positively or negatively affect a person’s ability to provide self-care. The faculty 
creates a learning environment that facilitates opportunities to practice professional behaviors, 
nursing process using critical thinking, nursing skills safely, effective communication, caring and 
teaching/learning principles, preparing the graduates to function as safe, skilled, competent entry-
level practical nurses in a rapidly-changing, technologically-advancing health care environment.

Nursing Process is: The dynamic problem solving deliberately performed activities performed by 
the nurse directed toward the goal of facilitating optimum wholeness and wellness of a client.

Nursing Education is: A student-centered process that progresses from the simple to the complex, 
while facilitating the development of cognitive, psychomotor, and affective knowledge essential to 
the entry-level practice of practical nursing. Nursing education encompasses both teaching and 
learning. Nursing education should be developed as a continuum through articulation into 
professional nursing education programs; thereby minimizing repetition of learning and facilitating 
progress. Nursing education supports the continuation of self-development and maintenance of 
competence by active involvement in continuing education.

Practical Nursing is: Basic therapeutic, restorative and preventative nursing care is for individual 
clients in structured health care settings who have common, well-defined health problems. Practical 
nursing is an integral part of nursing and the interdisciplinary health care team. Practical nurses 
collaborate with health team members, clients, families and participate in the phases of the nursing 
process. Practical Nurses function within the Standards of Practice demonstrating safe, competent, 
ethical practice.

Teaching - Learning is: An active, dynamic and continuous process characterized by the acquisition 
of knowledge, self-awareness, breadth and depth of critical thinking, and by cognitive, affective 
and psychomotor skills, all which change behavior of the learner. Learning happens best when the 
learner’s rights are respected, and the learner accepts responsibility for self-directing and for 
decisions. The outcome of learning is an enriched outlook.

Faculty guide the adult learner by developing, organizing, and structuring knowledge, by fostering 
a sense of inquiry, sense of discovery, and a desire for lifelong learning. Teaching-learning is a 
shared responsibility between faculty and students where faculty guide, serve as role models, 
support, and facilitate learning and the student uses the guidance and resources provided to facilitate 
growth. The outcome of teaching is an enriched outlook.
PHILOSOPHICAL CONCEPTS
The philosophical concepts identified by the PN faculty are based on Dorothea Orem's Self Care Deficit Nursing Theory. The Standards of Practice and Educational Competencies of Graduates of Practical Vocational Nursing Programs, (2007, National Association for Practical Nurse Education and Services, Inc., (NAPNES) and the National Council of State Boards of Nursing, 2011 Detailed Test Plan for the NCLEX-PN Examination are used by faculty as a means to refine and clarify the philosophical concepts. The faculty’s beliefs about individuals, health, nursing, environments, teaching-learning, nursing education and practical nursing education are reflective of the mission and philosophy of the school.

OREM's Self Care Deficit Nursing Theory is summarized as to give help or assistance to persons with needs for self-care of a positive, therapeutic quality and limitation for its management or maintenance and then the need for the specialized knowledge, skills, and attitudes of persons prepared as nurses. Orem identifies the Self-Care Deficit Nursing Theory as “a general theory of what nursing is and should be in concrete nursing practice situations” (Orem, in Fawcett, 2005, p.225). Orem (in Fawcett, 2005, p.229) describes nursing as “a helping service, a creative effort of one human being to help another human being." Nursing is a deliberate action, a function of the practical intelligence of nurses, and action to bring about humanely-desirable conditions in persons and their environments. OREM's theory is used as a framework to organize the nursing curriculum.

Nursing course content is based on the understanding of nursing as a practical science, with components derived from the arts, sciences and humanities. Units within all nursing courses are organized according to universal self-care requisites, developmental requisites and health deviation requisites. The theory supports a progressive curriculum of simple to complex nursing units: wholly-compensatory nursing, partly-compensatory nursing, and supportive-educative nursing in all nursing courses.

STUDENT LEARNING OUTCOMES
Blackstone Valley Regional Vocational Technical High School Practical Nursing Program prepares graduates that are able to:

- Demonstrate professional behaviors of accountability and professionalism according to legal, ethical and regulatory standards, in the role of the practical nurse in providing care to culturally diverse clients with common well-defined health care needs in a variety of structured health care settings.
- Apply the nursing process using critical thinking skills to the care of culturally-diverse clients throughout the life span with common well-defined health care needs in a variety of structured health care setting.
- Communicate effectively with clients, client families and the interdisciplinary healthcare team, using therapeutic communication skills and technology to promote health and prevent disease.
- Perform nursing skills based in theory and guided by nursing process in the provision of safe, competent effective care to ensure a secure physical and psychosocial environment for the client, family and health care team in an ever-changing healthcare environment.
- Demonstrate a caring and empathetic approach to safe, therapeutic and individualized care to each client or groups of clients.
Utilize teaching–learning principles of goal-directed educational plans to promote health, health maintenance, and disease prevention for clients or groups of clients within their communities.

CONCEPTUAL FRAMEWORK
The Practical Nursing Program of study is based on the conceptual framework of the nursing theorist, Dorothea Orem, with reference to self-care deficit. Application of Orem’s Self-Care Deficit Theory is reflected in the nursing program’s philosophy of educating the student nurse from simple to complex principles. The curriculum flows progressively from this philosophy and organizing framework. Orem’s basic nursing systems direct the organized progression of clinical skills learned, practiced and expected through the three terms of student and clinical application.

CURRICULUM CONCEPTS
The curriculum concepts selected are considered by faculty to be essential to the nursing profession and guides the overall structure of the nursing curriculum. The concepts are included in each nursing course. Concepts introduced in Term I build a foundation for understanding and application in Term II. In Term III, the curriculum concepts guide the curriculum in assisting students to meet program objectives, demonstrate a readiness for entry-level practice and reflect on the effectiveness of their nursing care. These curriculum concepts originate from the conceptual framework based Dorothea Orem’s Self-Care Deficit Nursing Theory. “Standards of Practice and Educational Competencies of Graduates of Practical Vocational Nursing Programs, (2007, National Association for Practical Nurse Education and Services Inc, {NAPNES}), and the National Council of State Boards of Nursing, 2011 Detailed Test Plan for the NCLEX-PN Examination provide a means to refine and clarify the curriculum concepts. Six concepts are woven throughout the curriculum, in all courses. Specific courses or terms may emphasize a particular curriculum concept.

The curriculum concepts integrated throughout the nursing courses include:

- Professional Behaviors in the performance of the practical nurse role
- Nursing Process using critical thinking
- Communication
- Nursing Skills
- Caring
- Teaching-Learning Principles

1. Professional Behaviors – Professional behaviors are characterized by adherence to the standards of care, accountability for one’s own actions and behaviors and use of legal and ethical principles in nursing practice. Legality is the application of legal codes, statutes and laws of society to the practice of nursing. The Nurse Practice Act of each state defines nursing, levels of nursing, and functions of nursing. Licensure is the legal process by which minimal criteria for practice is established through the State Board of Registration in Nursing. Ethics is a set of philosophical principles and values governing the right code of conduct. The clinical setting offers the student opportunities to practice professional behaviors initially with guidance. Responsibilities of students are clearly defined in term clinical criteria and are emphasized at clinical orientation. Term I students receive direct supervision and assistance from faculty. During Term II, and Term III the student learns to be more self-directed in
identifying strengths and weakness to direct learning needs and utilizing nursing process. Term III clinical experiences focus on the practical nurse role in management, advocacy, collaboration and delegation in the care of clients or groups of clients.

2. **Nursing Process using Critical Thinking** - Nursing process is a systematic method of organizing and delivering nursing care. Nursing process involves the mutual interaction and collaboration of the nurse, client, family or significant others and interdisciplinary healthcare team in identifying an individual’s health needs as well as planning, implementing and evaluating care (Carpenito, 1993). The student is introduced to the components of the nursing process in Term I Nursing Trends and Issues, and Fundamentals of Nursing I. Students practice application of nursing process in greater complexity while caring for well or ill clients across the life span in structured settings in Term II and Term III. Nursing process components: assessment, diagnosis, planning interventions, planning outcomes, implementation, and evaluation are identified throughout the curriculum using the National Council of State Boards of Nursing, 2011 Detailed Test Plan for the NCLEX-PN Examination. Nursing process is a method to problem solve; critical thinking is enhanced with the use of nursing process.

**Critical Thinking** - is defined as the ability to solve problems by making sense of information, using creative, intuitive, logical, and analytical mental process, and the process is continual (Snyder, in Critical Thinking and Critical Judgments, 2006, p.7). Factors that affect the application of critical thinking include the goals, laws and ethical principles, and standards of practice of the profession. Imperative to the development of critical thinking is the importance of a knowledge base in biological, behavioral, and social sciences, the willingness to question, and the ability to recognize a new way of thinking when not the normal or different with previous knowledge.

Clinical experiences emphasize the use of basic health assessment tools that shows progressive depth and skill in client assessments, as well as nursing care plans that allow the student to demonstrate a progressive understanding and utilization of nursing process and critical thinking. In Term I students are guided in the development of a nursing plan of care that documents beginning assessments of the older adult, identifies limitation or potential limitations in self-care, and identifies nursing actions based on established nursing diagnoses. In Term II and Term III, the students are guided by faculty to use concept maps for planning, implementing and evaluating care of clients based on established nursing diagnoses. As the student progresses through the program, assessment, planning, implementation and evaluation of care increases in depth and complexity commensurate with the student’s theoretical background and technical proficiency.

3. **Communication** – is defined as the process by which information is exchanged between individuals verbally, non-verbally and/or in writing or through information technology. Communication is basic to all nursing and contributes in the development of therapeutic relationships. Therapeutic interactions may result in changes of behavior. In Term I, basic communication techniques are utilized to promote effective communication with clients and interdisciplinary healthcare team members. In Term II, students initiate goal-directed communication with clients and interdisciplinary healthcare team members. With guidance, students demonstrate an increased ability to interpret and use verbal, non-verbal and
information technology to individualize client care plans. Communication in Term III emphasizes participation in interdisciplinary health team planning, implementation and evaluation of care with clients, families and interdisciplinary healthcare team members. In Term III, students utilize communication techniques in a collaborative manner with team members as part of a leadership management experience.

4. **Nursing Skills** – are theory-based activities, or actions, guided by nursing process and performed by the nurse when caring for individuals who are well or dependent due to altered health status. Activities include assessment, caring, counseling and comforting. Nursing activities are based on scientific principles and promote client well-being and self-care. Safety in the performance of nursing skills denotes the utilization of scientific principles that guide the nurse in actions that ensure a secure, danger-free environment for the client, client’s family and health care provider. Students use basic skills safely when providing care for the adult, older adults, the child and infant. The curriculum is designed to provide the student with knowledge, skills and opportunities to practice selected psychomotor nursing skills in the nursing laboratory. To ensure a safe, danger free environment, the student practices skills, with opportunities to practice independently and in groups, with faculty guidance to demonstrate preliminary acquisition of new skills prior to providing actual client care.

In Term I, students perform selected basic nursing skills for clients requiring wholly and partly compensatory self-care activities. During Term II, students perform nursing skills competently for groups of adult clients requiring partly compensatory care. During Term III, students safely perform nursing skills with a focus on caring for the family including, children, mothers, and newborns. Additionally, in Term III, the clinical setting provides experiences for the student practical nurse to function as a safe, competent and accountable nurse in a variety of structured care settings including pediatrics, and maternal/child. Faculty serves as resources and facilitators as the student practices more advanced technical skills.

5. **Caring** – is the “being with” and “doing for” that assist the client, client’s family and groups of clients to meet their self-care needs in a nurturing, protective, compassionate, and respectful way. Nursing as helping service is a creative effort of one human being to help another human being (Orem, in Fawcett, 2005). Nursing service is based on knowledge of the natural sciences, behavioral sciences, and continued awareness of the world economy, politics, and social, cultural, spiritual and demographics forces that affect the delivery of health care. Caring interventions are demonstrated when the student practices safe, organized care. The practical nurse, in a collaborative effort, provides support; hope and compassion to assist clients achieve desired outcomes. In Term I, with guidance from the faculty, students provide caring interventions to achieve optimal comfort, safety, privacy and function to older clients requiring wholly-to partly-compensatory care. Caring, as an integral component of skilled, safe nursing care is explored through participating in care at selected agencies fostering a climate of change in long-term care. In Term II, the student initiates a helpful relationship with the client and client’s family with self-care deficits to effectively meet health care needs. In Term III, the student nurse communicates caring by assisting mothers and newborns, children and selected older adults with more complex health care needs to cope with and adapt to stressful events and changes in health status during delivery of safe, competent nursing care.
6. **Teaching –Learning Principles** – involves the acquisition of knowledge, psychomotor skills and attitudes to promote a change in behavior using goal-oriented teaching plans. Students demonstrate teaching-learning principles when they are able to assist clients, client’s family and groups of clients to obtain the knowledge needed to meet health care needs. In Term I, the student recognizes the individuality, rights and special learning need of older adults when developing goal-directed health plans with faculty guidance. In Term II, students utilizing faculty guidance develop goal-directed teaching-learning plan for culturally diverse clients, or groups of clients with selected health care deficits to meet health care needs. Term III allows the student to implement goal-directed educational plans to support and promote healthy lifestyles to mothers and newborns, children and selected older adults with well-defined health care needs in a variety of structured care settings.

**TERM LEVEL OBJECTIVES**

**Term I**

1. Accepts responsibility as an adult learner and beginning practitioner. Identifies steps in evaluating own performance and necessary actions to improve performance to meet objectives.
2. Identifies the steps of the nursing process and beginning steps in developing critical thinking strategies based on Orem’s theory of nursing in the care of older adults with potential or real self-care deficits.
3. With guidance, practices goal-directed communication with clients, client’s families and interdisciplinary healthcare team.
4. Identifies physical, biological, psychosocial, cultural, and environmental factors that affect health while safely providing care for older clients requiring wholly to partly compensatory care.
5. With guidance, use the nursing process to provide caring interventions to achieve optimal comfort, safety, privacy and function to older clients requiring wholly- to partly-compensatory care.
6. Discusses the principles of teaching-learning theory as they apply to older adults.

**Term II**

1. Identifies, with guidance, the role of the practical nurse following agencies policies, procedures, and standards of care in a variety of structured health care settings
2. Participates with guidance, in planning and determine outcomes of client care, by applying the nursing process, utilizing critical thinking, to clients with selected self-care deficits.
3. Modifies, with guidance, communication techniques to meet the client’s cultural, spiritual, and developmental need.
4. Utilizes with guidance, nursing skills to deliver care safely and in an organized and knowledgeable manner to clients requiring partly compensatory or supportive educative needs.
5. Establishes a helpful relationship with the client, and client’s family with self-care deficits to effectively meet health care needs
6. Formulates, with guidance, a goal directed teaching/learning plan for culturally diverse clients, or groups of clients with selected health care deficits to meet health care needs.
Term III
1. Demonstrates the role of the practical nurse when providing care to culturally diverse clients and groups of clients, including mothers and newborns, children and older adults with more complex health care needs. Applies the principles of leadership, management and conflict resolution as appropriate in the role of the practical nurse in a variety of health care settings.
2. Uses critical thinking skills, to apply the nursing process and implement nursing interventions to nursing care of the client, client’s families and groups of clients requiring educative and supportive care.
3. Communicates effectively with culturally diverse clients, client’s families, and interdisciplinary healthcare team in the pediatric, maternal/newborn, and older adult rehabilitative setting to promote health and prevent disease.
4. Demonstrates proficiency in performing nursing skills safely for care to culturally diverse clients and groups of clients throughout their lifespan, with well-defined health care needs.
5. Communicates respect and caring in the delivery of safe, competent nursing care to mothers and newborns, children and selected older adults with more complex health care needs.
6. Implements goal-directed educational plans to support and promote healthy lifestyles to mothers and newborns, children and selected older adults with well-defined health care needs in a variety of structured care settings.

Curriculum Progression from Simple to Complex demonstrating Curriculum Concepts using Orem’s Self-Care Deficit Nursing Theory.

Term I Focus:
In Term I, the student considers knowledge of normal functions and the basic needs common to all human beings. In Concepts of Human Biology, students study normal physiological functions and health needs. These biological and psychological sciences are taught and correlate in a sequence, which provides a foundation for Fundamentals of Nursing I. Fundamentals of Nursing I introduces the student to the nursing process, critical thinking skills, and the therapeutic nursing approaches and techniques that demonstrate caring that is required to meet the needs of clients with wholly- or partly-compensatory self-care deficits. Opportunity to apply this knowledge and develop skill is provided through laboratory practice and clinical experience. Clinical experience is focused initially on communication and assessment of the older adults with potential self-care deficits, and then advances with faculty guidance, to providing care safely to older adults with more substantial self-care deficits.

- Caring behaviors are demonstrated when the student maintains an environment embedded in dignity, safety, and security for older clients with potential or real self-care deficits.
- Client’s rights and therapeutic relationships are studied in Nursing Care of the Older Adult and Introduction to Nursing Trends and Issues.
- The professional behaviors of accountability and professionalism, according to the legal, ethical and regulatory standards to the role of the practical nurse are launched in Introduction to Nursing Trends and Issues.
- The communication necessary to develop therapeutic relationships are introduced in Nursing Care of the Older Adult and Fundamental of Nursing I, as students are given opportunities to practice skills with well older adult and then older adults with greater self-care needs with faculty guidance.
• The self-care requirements of the older adult are a focus in the Nursing Care of the Older Adult curriculum. This course emphasizes applying the nursing process to geriatric assessment, communication, teaching-learning principles, and new knowledge of health maintenance and health promotion to identify potential or real self-care deficits.

Term II Progression
• Term II allows the student to expand knowledge and skills required in the nursing care of the adult with specific needs of partly compensatory care in a structured-care setting. Mental Health concepts in Term II, introduces students to more complex communication challenges in caring for clients of all ages with mental health alterations. Psycho-emotional development patterns and needs are taught in Mental Health Concepts.
• Nursing Concepts I, Human Growth and Development (with integrated nutrition concepts), Pharmacology II and Fundamentals of Nursing II provide the students with knowledge of common health problems, develop strategies for goal-directed teaching-learning activities, and opportunities to practice nursing skills safely, by assisting in supportive care to meet the emotional, cultural, religious and spiritual needs of client across the life span. In Fundamentals of Nursing II, more complex nursing skills are practiced in the nursing lab and clinical setting with faculty guidance.

Term III Progression
• The Supportive-educative nursing system is emphasized in Term III as students utilize goal-directed teaching-learning principles to help the client or groups of clients to perform self-care actions.
• Nursing Concepts II, Nursing Care of the Family, Pharmacology III, and Trends and Issues in Professional Practice emphasize the Supportive-educative nursing system to the client in a community setting.
• Employment readiness skills along with leadership, management, collaboration, and delegation skills are studied in Trends and Issues in Professional Practice and supported in clinical practice. Professional behaviors are emphasized when students are provided perspectives to consider for educational advancement in Trends and Issues in Professional Practice.

GRADUATION COMPETENCIES

With results of studies by the National Council State Boards of Nursing (NCSBN), and input from 50 state boards of nursing and PN educators, the National Association for Practical Nurse Education and Service, Inc.'s (NAPNES), Council of Practical Nurse Educators compiled the "Standards of Practice and Educational Competencies of Graduates of Practical/Vocational Nursing Programs.” Faculty believe the results of their efforts best describe the role of the licensed practical nurse for healthcare in the twenty-first century.

Standards of Practice and Educational Competencies of Graduates of Practical/Vocational Nursing Programs
These standards and competencies are intended to better define the range of capabilities, responsibilities, rights and relationship to other health care providers for scope and content of practical/vocational nursing education programs. The guidelines will assist:

- Educators in development, implementation, and evaluation of practical, vocational nursing curricula.
- Students in understanding expectations of their competencies upon completion of the educational program.
- Prospective employers in appropriate utilization of the practical/vocational nurse.
- Consumers in understanding the scope of practice and level of responsibility of the practical/vocational nurse.

A. Professional Behaviors

Professional behaviors, within the scope of nursing practice for a practical/vocational nurse, are characterized by adherence to standards of care, accountability for one’s own actions and behaviors, and use of legal and ethical principles in nursing practice. Professionalism includes a commitment to nursing and a concern for others demonstrated by an attitude of caring. Professionalism also involves participation in lifelong self-development activities to enhance and maintain current knowledge and skills for continuing competency in the practice of nursing for the LP/VN, as well as individual, group, community and societal endeavors to improve health care.

Upon completion of the practical/vocational nursing program the graduate will display the following program outcome:

Demonstrate professional behaviors of accountability and professionalism according to the legal and ethical standards for a competent licensed practical/vocational nurse.

Competencies which demonstrate this outcome has been attained:

1. Comply with the ethical, legal, and regulatory frameworks of nursing and the scope of practice as outlined in the LP/VN nurse practice act of the specific state in which licensed.
2. Utilize educational opportunities for lifelong learning and maintenance of competence.
3. Identify personal capabilities and consider career mobility options.
4. Identify own LP/VN strengths and limitations for the purpose of improving nursing performance.
5. Demonstrate accountability for nursing care provided by self and/or directed to others.
6. Function as an advocate for the health care consumer, maintaining confidentiality as required.
7. Identify the impact of economic, political, social, cultural, spiritual, and demographic forces on the role of the licensed practical/vocational nurse in the delivery of health care.
8. Serve as a positive role model within healthcare settings and the community.
9. Participate as a member of a practical/vocational nursing organization.

B. Communication
Communication is defined as the process by which information is exchanged between individuals verbally, non-verbally and/or in writing or through information technology. Communication abilities are integral and essential to the nursing process. Those who are included in the nursing process are the licensed practical/vocational nurse and other members of the nursing and healthcare team, client, and significant support person(s). Effective communication demonstrates caring, compassion, and cultural awareness, and is directed toward promoting positive outcomes and establishing a trusting relationship.

Upon completion of the practical/vocational nursing program the graduate will display the following program outcome:

Effectively communicate with patients, significant support person(s), and members of the interdisciplinary health care team incorporating interpersonal and therapeutic communication skills.

Competencies which demonstrate this outcome has been attained:

1. Utilize effective communication skills when interacting with clients, significant others, and members of the interdisciplinary health care team.
2. Communicate relevant, accurate, and complete information.
3. Report to appropriate health care personnel and document assessments, interventions, and progress or impediments toward achieving client outcomes.
5. Utilize information technology to support and communicate the planning and provision of client care.
6. Utilize appropriate channels of communication.

C. Assessment

Assessment is the collection and processing of relevant data for the purposes of appraising the client’s health status. Assessment provides a holistic view of the client which includes physical, developmental, emotional, psychosocial, cultural, spiritual, and functional status. Assessment involves the collection of information from multiple sources to provide the foundation for nursing care. Initial assessment provides the baseline for future comparisons in order to individualize client care. Ongoing assessment is required to meet the client’s changing needs.

Upon completion of the practical/vocational nursing program the graduate will display the following program outcome:

Collect holistic assessment data from multiple sources, communicate the data to appropriate health care providers, and evaluate client responses to interventions.

Competencies which demonstrate this outcome has been attained:
1. Assess data related to basic physical, developmental, spiritual, cultural, functional, and psychosocial needs of the client.
2. Collect data within established protocols and guidelines from various sources including client interviews, observations/measurements, health care team members, family, significant other(s), and review of health records.
3. Assess data related to the client’s health status, identify impediments to client progress and evaluate response to interventions.
4. Document data collection, assessment, and communicate findings to appropriate member/s of the healthcare team.

D. Planning

Planning encompasses the collection of health status information, the use of multiple methods to access information, and the analysis and integration of knowledge and information to formulate nursing care plans and care actions. The nursing care plan provides direction for individualized care, and assures the delivery of accurate, safe care through a definitive pathway that promotes the clients and support person’s(s’) progress toward positive outcomes.

Upon completion of the practical/vocational nursing program the graduate will display the following program outcome:

Collaborate with the registered nurse or other members’ of the health care team to organize and incorporate assessment data to plan/revise patient care and actions based on established nursing diagnoses, nursing protocols, and assessment and evaluation data.

Competencies which demonstrate this outcome has been attained:

1. Utilize knowledge of normal values to identify deviation in health status to plan care.
2. Contribute to formulation of a nursing care plan for clients with non-complex conditions and in a stable state, in consultation with the registered nurse and as appropriate in collaboration with the client or support person(s) as well as members of the interdisciplinary health care team using established nursing diagnoses and nursing protocols.
3. Prioritize nursing care needs of clients.
4. Assist in the review and revision of nursing care plans with the registered nurse to meet the changing needs of clients.
5. Modify client care as indicated by the evaluation of stated outcomes.
6. Provide information to client about aspects of the care plan within the LP/VN scope of practice.
7. Refer client as appropriate to other members of the health care team about care outside the scope of practice of the LP/VN.

E. Caring Interventions

Caring interventions are those nursing behaviors and actions that assist clients and significant others in meeting their needs and the identified outcomes of the plan of care. These interventions are based on knowledge of the natural sciences, behavioral sciences, and past nursing experiences. Caring is the “being with” and “doing for” that assists clients to achieve the desired outcomes.
Caring behaviors are nurturing, protective, compassionate, and person-centered. Caring creates an environment of hope and trust where client choices related to cultural, religious, and spiritual values, beliefs, and lifestyles are respected.

Upon completion of the practical/vocational nursing program the graduate will display the following program outcome:

Demonstrate a caring and empathic approach to the safe, therapeutic, and individualized care of each client.

Competencies which demonstrate this outcome has been attained:

1. Provide and promote the client’s dignity.
2. Identify and honor the emotional, cultural, religious, and spiritual influences on the client’s health.
3. Demonstrate caring behaviors toward the client and significant support person(s).
4. Provide competent, safe, therapeutic and individualized nursing care in a variety of settings.
5. Provide a safe physical and psychosocial environment for the client and significant other(s).
6. Implement the prescribed care regimen within the legal, ethical, and regulatory framework of practical / vocational nursing practice.
7. Assist the client and significant support person(s) to cope with and adapt to stressful events and changes in health status.
8. Assist the client and significant other(s) to achieve optimum comfort and functioning.
9. Instruct client regarding individualized health needs in keeping with the licensed practical/vocational nurse’s knowledge, competence, and scope of practice.
10. Recognize client’s right to access information and refer requests to appropriate person(s).
11. Act in an advocacy role to protect client rights.

F. Managing

Managing care is the effective use of human, physical, financial, and technological resources to achieve the client identified outcomes while supporting organizational outcomes. The LP/VN manages care through the processes of planning, organizing and directing.

Upon completion of the practical/vocational nursing program, the graduate will display the following program outcome:

Implement patient care, at the direction of a registered nurse, licensed physician or dentist through performance of nursing interventions or directing aspects of care, as appropriate, to unlicensed assistive personnel (UAP).

Competencies which demonstrate this outcome has been attained:

1. Assist in the coordination and implementation of an individualized plan of care for clients and significant support person(s)
2. Direct aspects of client care to qualified UAPs commensurate with abilities and level of
   preparation and consistent with the state’s legal and regulatory framework for the scope of
   practice for the LP/VN.
3. Supervise and evaluate the activities of UAPs and other personnel as appropriate within the
   state’s legal, and regulatory framework for the scope of practice for the LP/VN as well as facility
   policy.
4. Maintain accountability for outcomes of care directed to qualified UAPs.
5. Organize nursing activities in a meaningful and cost effective manner when providing nursing
   care for individuals or groups.
6. Assist the client and significant support person(s) to access available resources and services.
7. Demonstrate competence with current technologies.
8. Function within the defined scope of practice for the LP/VN in the health care delivery system
   at the direction of a registered nurse, licensed physician, or dentist.

As approved and adopted by NAPNES Board of Directors May 6, 2007.
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EQUAL EDUCATION OPPORTUNITY:
NOTICE OF NON-DISCRIMINATION
It is the policy of the Blackstone Valley Vocational Regional School District not to discriminate
on the basis of race, color, sex, religion, national origin, gender identity, sexual orientation, or
disability in its educational policies as required by Title VI, Title IX, Section 504 and Chapter
622.

Chapter 622 is a state law and Title VI, Title IX, and Section 504 are federal laws. All require
that equal educational opportunities must be given to all, regardless of sex. But Chapter 622
takes this one step further by saying that no one can be excluded or discriminated against in
admission or obtaining the advantages, privileges and courses of study in public schools based
on race, color, religion, national origin, gender identity, sex, or sexual orientation.

Inquiries regarding compliance with Title VI, Title IX, Section 504 and Chapter 622 may be directed to
Assistant Superintendent-Director / Principal, Anthony E. Steele II, Blackstone Valley Regional
Vocational Technical High School, 65 Pleasant St., Upton, MA 01568, (508) 529-7758.

APPROVALS AND ACCREDITATIONS

The Board of Registration in Nursing (BORN):
Blackstone Valley Regional Vocational Technical High School has received Full Approval from
the Massachusetts Board of Registration in Nursing. Blackstone Valley Regional Vocational
Technical High School Practical Nursing Program as a part time, 60 week evening program. The
Nursing program provides 1090 hours of instruction.
Accreditation Commission for Education in Nursing (ACEN):
On March 23, 2012, the nursing program has received Initial Accreditation by the Accreditation Commission for Education in Nursing, Inc. (ACEN)
3343 Peachtree Road, NE, Suite 850
Atlanta, Georgia 30326
Phone: (404) 975-5000
Web: http://acenursing.org

Commonwealth of Massachusetts Department of Elementary and Secondary Education (DESE):
The program is approved by the Commonwealth of Massachusetts Department of Elementary and Secondary Education Chapter 74.

New England Association of Schools and Colleges (NEASC):
The nursing program is accredited by the New England Association of Schools and Colleges (NEASC) Commission on Public Schools Committee on Technical and Career Institutions.

GI BILL:
Blackstone Valley Regional Vocational Technical High School Practical Nursing Program is recognized as a GI Bill approved school. Please refer to your specific veteran’s administration to see if you qualify. All forms and documents including and not limited to Certificate of Eligibility must be submitted to the Practical Nursing Coordinator prior to start of school.

BVT- PNP FACULTY AND STAFF

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Joann Monks, MBA, MSc, RN-BC, RMA

Administrative Secretary
Lois Collins

Guidance and Support
Christine Luzi, M.Ed., CAGS

Full Time Faculty
Sheri Kline, MSN, RN

Faculty
Ana Olivar, MSN, RN Kathy Perri, MA, BSN, RN
Nancy Boutin, BSN, RN Lynn Thibeault, BSN, RN
Charlene Gonynor, MSN, RN Margaret Tully, MSN, RN
Keara Holmes, BSN, RN Bianca Torchia, BSN, RN
Christine Luzi, M.Ed., CAGS Lorraine Rabidou, BSN, RN
BVT- PNP FACULTY AND STAFF DIRECTORY

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CLINICAL AFFILIATIONS AND CLASSIFICATIONS

- Beaumont Rehabilitation and Skilled Nursing Center at Northbridge – Alzheimer’s, Long Term Care and Sub-Acute.
- Beaumont Rehabilitation and Skilled Nursing Center: Salmon Adult Day Health- Adult Day Health.
- Country Health Center of Milford- Alzheimer’s, Long Term Care and Sub-Acute.
- Head Start of Medway- Human Growth.
- Knollwood Nursing and Rehabilitation Center – Long Term Care and Sub-Acute.
- Marlboro Hills Rehabilitation and Health Center - Alzheimer’s, Long Term Care and Sub-Acute.
- Milford Regional Hospital – Med/Surgical/Oncology- Maternity.
- Milford School Based Health at BVT- School Based Clinic.
- Reliant Pediatrics – Pediatric Clinic.
- Salmon Place at Natick – Assisted Living.
- Special Communities After Club at Milford High School – Human Growth.
- St. Camillus Health Center – Long Term Care and Sub-Acute.
- Transitional Care Unit (TCU) at Webster – Transitional Care.
- Whitcomb House – Assisted Living/Dementia Care.
- Wingate of Worcester – Ventilation Unit.

STUDENT POLICIES

ACKNOWLEDGEMENT OF UNDERSTANDING

Welcome to Blackstone Valley Regional Vocational Technical High School Practical Nursing Program (BVRVTHS-PNP) and the Blackstone Valley Regional Vocational Technical High School (BVRVTHS). This handbook has been prepared to familiarize you with the policies and procedures of the practical nursing program, with the intention of helping you to successfully complete the
program. Students of the practical nursing program are bound by the procedures and policies of the practical nursing handbook and all the rules of the BVRVTHS.

As an adult student entering into the practical nursing program, you agree to maintain the highest standards of academic honesty and personal behaviors. Academic honesty is acknowledged on this signature page as agreeing to the academic pledge of honesty.

Academic Honesty Pledge:
You pledge that you will not give or receive unauthorized aid in completing assigned work to meet program requirements, nor will you present someone else’s work as my own. Your performance throughout the program is reflective of your own preparation and work. You take full responsibilities for your actions.

As adult students in the clinical or school setting, your behavior is observed and judged. It is imperative that the practical nurse student display the positive behaviors of good citizenship, teamwork, and collaboration, and an obvious caring for the school, its contents and people who work here.

The Blackstone Valley Regional Vocational Technical High School Practical Nursing Program reserves the right to make changes to the program policies at any time during the program.

After reading this handbook carefully, you are asked to address any questions with the program coordinator. Your signature attests to your understanding and commitment to abide by the standards, policies and procedures of The Blackstone Valley Regional Vocational Technical High School Practical Nursing Program. Any violation of the Student Handbook may result in disciplinary action leading up to dismissal from the Practical Nursing Program.

I have read the Practical Nursing Student Handbook for BVT. I understand the material I have read and agree to abide by standards, policies and procedures of the practical nurse program and the rules and regulations of the school.

Student Signature: ____________________________________________________

Printed Name: _______________________________________________________

Name of Program: ___________________________________________________

Date: _____________________  

Must be signed and returned to the Program Coordinator
CLINICAL AFFILIATION RANDOM DRUG SCREENING ANALYSIS NOTIFICATION TO STUDENTS

Please be advised that student enrolled in the Blackstone Valley Tech Practical Nursing Program may be required by a clinical agency to undergo and pass drug-screening analysis in order to be eligible for placement in that clinical facility. Additionally, students who are assigned to clinical experiences at facilities may be required to undergo and pass random drug screening analysis to remain at that facility. Students who either fail to pass, or refuse to submit to a drug screening analysis will be deemed ineligible for clinical placement and may be dismissed from the program.

By my signature, I acknowledge that I have been provided with notification that clinical facilities may require me to undergo and pass a drug screening analysis. I am aware if I do not pass, or if I refuse to submit to a drug screening analysis, I will be ineligible to participate in the clinical component to the program, and may be unable to meet the clinical objectives of the program therefore, may be dismissed from the program.

Student Signature: ____________________________________________________

Printed Name: _______________________________________________________

Name of Program: ___________________________________________________

Date: _____________________

Must be signed and returned to the Program Coordinator
TECHNICAL STANDARDS
The Technical Standards expressed here relates to clinical learning that occurs throughout the program and involves considerations for patient safety and responsibilities to the clinical facilities that are not present for classroom expectations. Students entering the Blackstone Valley Regional Vocational Technical High School Practical Nursing Program must be able to meet certain technical standards required to perform nursing care to patients, which may require specific skills in a variety of health care settings. Students must document their ability to perform these standards with or without reasonable accommodations, upon acceptance to the program as to:

- Read and comprehend textbook material at the 10th grade level.
- Speak clearly and relay information whether spoken, printed, signed or computer-voice format in conversational English, to patients, families and members of the healthcare team.
- Gather, analyze and draw conclusions from information.
- Stand for extended periods of time, minimally two (2) hours.
- Walk for a minimum of six (6) hours, not necessarily continuously.
- Stoop, bend and twist for a minimum of thirty (30) minutes at a time and be able to repeat this activity at frequent intervals.
- Clinical settings may require that students have the ability to carry and lift loads, from 12 inches from the floor, to shoulder height and overhead. The student must be able to occasionally lift 50 pounds, frequently lift 25 pounds, and constantly lift 10 pounds. The student is expected to be able to maintain consciousness and equilibrium and have the physical strength and stamina to perform satisfactorily in clinical settings.
- Apply and use personal protective equipment and perform cardiopulmonary resuscitation.
- Feel by touch, to locate and assess pulses, skin texture and temperature.
- Use the small muscle dexterity necessary to perform precision psychomotor skills.
- Hear spoken words, monitor signals of all bells and vital sign assessment equipment, overhead announcements, pages and alarms.
- Maintain vision sufficient for the performance of precision skills and be able to recognize color, (i.e., cyanosis, pallor, jaundice) and color changes.
- Remain calm, rational, and decisive and maintain self-control at all times, especially during stressful situations.
- Maintain Health (physical and/or mental) that does not interfere with academic and/or clinical learning. A student may be required to submit documentation of a mental health screening or physical screening with a signed letter of “fit for duty” provided by a qualified healthcare provider. Reference to Reasonable Accommodations Statement.
- Exhibit interpersonal skills necessary to interact with patients, families, and members of the healthcare team, including professional integrity, teamwork, collaboration, politeness, sensitivity and respect.
- Maintain cleanliness and personal grooming consistent with close client contact.
- Function without harm to self or others.
- Demonstrate attitudes and actions consistent with the ethical standards of the nursing profession.
During the admission process, prospective students will receive, read and understand and sign acknowledgment to the meaning of the Technical Standards required of the Practical Nursing Program. The Technical Standard form will be maintained in the student record. The prospective student will satisfactorily perform the tasks listed in the Technical Standards. It is the prospective student’s responsibility to notify the Practical Nursing Program Coordinator if he/she wished to receive a determination of reasonable accommodations in performing any of the stated standards. He/she must understand that there are many instances where reasonable accommodations for a method of satisfying the required task may not be possible.

**EDUCATIONAL MOBILITY STATEMENT**

The Faculty of the Practical Nursing Program promotes those activities that encourage upward mobility related to a Nursing Career Ladder.

**Nursing Career Ladder, not limited to:**

Licensure Available:
- NCLEX-PN

Certifications Available:
- Practical Nursing Certificate of Completion upon graduation from BVT
- NAPNES offers the LPN Post licensure certificates in Pharmacology, Long-Term Care and Intravenous Therapy.
- NALPN (formally NFLPN) offers the LPN Post licensure certificates in Gerontology and Intravenous Therapy Certifications.

**High School:**
- Entry into the Practical Nursing Program

**2 Years:**
- Registered Nurse (ADN)

**4 Years:**
- Registered Nurse (BSN)
- Seamless transition from LPN to BSN in Nursing Bridge Program with articulation with Fitchburg State University and Worcester State College.

**REASONABLE ACCOMMODATIONS**

The Practical Nurse Program seeks to provide reasonable accommodations for all qualified individuals with a disability. The Practical Nurse Program will adhere to all federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodation as required to afford an equal education opportunity. Students with disabilities may voluntarily self-identify for the purpose of requesting reasonable accommodations during the entire application and admission process. Any student who may need an accommodation should contact the Program Director’s office at 1-508-529-7758 ext. 3014, or make an appointment to discuss reasonable accommodations prior to the beginning of classes, or as soon as possible after there is a need for an accommodation. For additional information please refer to the program web site. The nursing program reserves the right to request additional documents and assessments to determine accommodations that may be needed to meet program requirements.
Information on disabilities submitted voluntarily by the applicant, for the purpose of receiving assistance and accommodations during the entire application and admission process, will not affect the applicant’s admission to the Practical Nursing Program.

Students who are voluntarily seeking reasonable accommodations must submit to the Practical Nursing Coordinator a letter from a health care provider stating reason for the reasonable accommodation.

It is the student’s responsibility to meet with the Program Coordinator for academic adjustments. The responsibility for determining the students’ academic adjustment(s) rest with the Program Coordinator. The Program Coordinator is to prepare a letter to the student with academic adjustments. The student will sign the letter to acknowledge the academic adjustment(s) and copy will be provided to the faculty. The letter will be maintained in the Student Record.

ARTICULATION
Blackstone Valley Regional Vocational Technical High School Practical Nursing Program offers career mobility from a certificated nurse’s aide to licensed practical nurse.

TRANSFER CREDIT POLICY
Courses may be eligible for transfer if similar in content and depth to course/clock hours taught at the Blackstone Valley Regional Vocational Technical School Practical Nursing Program. Such courses may include Anatomy & Physiology I & II with labs, Microbiology, Nutrition (only in term I), The course must be taken at an accredited/approved school, college, or university. A student wishing to transfer into the nursing program may be eligible to receive a maximum credit/program hours equivalent to Term I only. A student may not transfer into the nursing program after the start of Term II. The following criteria are applicable to transferring course/clock hours into the Practical Nursing Program.

- Complete a formal application to the nursing program.
- Official transcripts for any and all previous college records and courses
- A catalogue description of the course taken and for which credits requested
- Complete the admissions process.
- Approval by the Program Coordinator
- Approval by Faculty Committee
- Submit all necessary fees.
- Successfully completed non-nursing courses with a grade of C (76-77%) or better, if attained within the last five years.
- Successfully completed nursing courses with a grade of B (84-86%) or better if attained within the last year.

Cumulative averages do not transfer with students. The grade for approved transfer course/clock hours will be noted on the Blackstone Valley Regional Vocational Technical School Practical Nursing Program report card and transcripts as Transfer Credit (TC). A new cumulative grade begins with the commencement of a student’s career at the Blackstone Valley Regional Vocational
Technical School Practical Nursing Program and reflects only work completed as a part time Blackstone Valley Regional Vocational Technical School Practical Nursing Program student.

A student granted transfer credit to nursing and non-nursing courses will be required to pay the full tuition, maintain attendance to meet program hours, and will have the option to audit the class.

AUDIT OF COURSE
If you audit a course, you attend all classes but do not turn in assignments or take exams. You cannot repeat audited class for credit. The student is receiving a transfer credit for the course.

COURSE EXEMPTION
All courses must be completed as dictated by the practical nursing program curriculum. Transfer of credit for nursing and non-nursing courses may be granted per the Transfer of Credit policy. Students approved for re-admission may be exempt from repeating courses successfully completed prior to withdrawing from the program. The decision to exempt a re-admitted student from course work will be decided by the faculty committee.

ORIENTATION
Students accepted into the Practical Nursing program will be required to attend an orientation program. Students will receive notice of the date and time for the orientation program well in advance. Attendance is mandatory, as orientation is considered the first day of school. Orientation will provide information on tuition plans, student financial aid, introduction to technology, ordering textbooks, uniforms, school and program policies and procedures, as well as assignments that may be due by the start of class. Students offered a spot on the waiting list will be required to attend the orientation program.

ATTENDANCE
Attendance is required at ALL class, laboratory and clinical practice times. Students are expected to be in attendance at their place of assignment promptly at 3:50 p.m. and remain in the school until 10:10 p.m. or at an agency until the scheduled time.

Clinical practice will include one weekend per month and can include days or evenings. There will be some clinical experiences during day time hours or split shifts (ie.1-9pm, 1-6pm).

The Blackstone Valley Regional Vocational Technical High School Practical Nursing Program includes 60 weeks and 1090 hours. Classroom and clinical attendance is required to meet the program hours as a requirement for graduation.

ABSENTEEISM
Failure to attend the required number of class, laboratory or clinical hours could result in ineligibility for graduation from the program. If a student is absent, tardy or dismissed from classroom or clinical, make up work will be required hour for hour.

Any student absent more than three (3) consecutive days must have a health care provider signed note to return to school or clinical duty. A student who has more than five (5) consecutive days
absent, will meet with the program coordinator, and may be dismissed from the program, withdraw, or if in good standing academically and clinically, may be offered an improvement contract.

Good academic standing is defined and not limited to passing all courses with a minimal of 76%, no more than two (2) missed assignments, satisfactory performance in clinical assignments and lab, adherence to attendance policy, and adherence to all other policies contained in the Student Handbook.

Students accumulating more than five (5) total (absences, tardy and early dismissal from the classroom or clinical) will receive a Professional Warning form stating that the student is in jeopardy of being dismissed from the program due to inability to meet the required program hours.

If there is any further absences, tardiness or early dismissal the student will received a Professional Warning with a student contract for improvement. Three (3) total (absences, tardy and early dismissal) after receiving the Professional Warning and Contract for Improvement, a written attendance improvement plan will be completed by the student outlining a plan to make up missed hours and with a commitment for no further attendance issues.

If the student is unable to complete the written attendance improvement plan within in three (3) total (absences, tardy and early dismissal) of the Professional Warning and Contract for Improvement, the student will be dismissed from the program.

A student is to be suspended for two (2) total (absences, tardy and early dismissal) for any further attendance issues (absences, tardy and early dismissal) by receiving a Professional Warning. The suspension time needs to be made up per Make up Time Policy. Upon the student’s return to the program, he/she must complete an improvement plan. If the student is unable to complete the written attendance improvement plan outlining a plan to make up missed hours and with a commitment for no further attendance issues the student will be dismissed from the program.

If there are any further attendance issues (absences, tardy and early dismissal) the student will be dismissed from the program.

See Make Up Time Policy in the Student Handbook.

BEREAVEMENT POLICY
For death of a family member or close friend: Up to three (3) days of bereavement leave is extended to students should the death be an immediate family member (mother, father, brother, sister or grandparent) or a close friend. The student must provide documentation verifying the death is required upon return to the school.

All assignments and/or projects due during the bereavement leave must be handed into the faculty upon first day of the students return.

All exams must be made up during Make up Exam hours. There will be no points deducted with proper documentation. Exams must be taken prior to the next scheduled exam for the course.
MITIGATING CIRCUMSTANCES
Mitigating circumstances are defined and not limited to: court dates, bereavement, hospitalization, domestic violence, physical abuse, mental abuse, sexual assault, mental health crisis, and spell of illness.

The student must provide documentation from a health care provider, court or legal/official representation that the absence, tardiness or dismissal was related to mitigating circumstances to the PN Coordinator. The PN Coordinator will determine if absenteeism qualifies as mitigation circumstance. The PN Coordinator and faculty are to approve the mitigation circumstance(s).

All hours must be made up but will not count as an absence, tardiness or dismissal. Students will not have 10 points deducted from the exams or assignments with proper documentation.

TARDY/DISMISSAL
Tardiness is restricted to mitigation circumstances and emergencies. Respect for others and one’s self is shown by being to class, laboratory and clinical practice on time. In doing so, the student acknowledges safety and respect to their assigned clients and the clinical agency. If a student arrives at clinical more than 30 minutes late the faculty reserves the right to dismiss the student and complete a Professional Warning. Students accumulating more than five (5) days total (absences, tardy and early dismissal from the classroom or clinical) will receive a Professional Warning form stating that the student is in jeopardy of being dismissed from the program due to inability to meet the required program hours.

A time clock is used to monitor student tardiness and dismissals in the classroom and laboratory. Upon arriving late or leaving early, the student will obtain a PNP Time Card and time stamp using the time stamp machine located in the classroom. Then the student will quietly enter the room and take a seat in the back, to minimize disruption of the class. The student may not proceed to his/her usual seat until there is a class break.

For dismissal, the student will obtain a PNP Time Card and time stamp using the time stamp machine located in the classroom. Only during designated breaks will the student obtain the PNP Time Card that is time stamped with faculty signature with the reason the student is leaving. The student will not disturb class or laboratory while is session. All tardiness/dismissals will be counted and added to hours absent unless determined as mitigation circumstances.

In the clinical, class and laboratory setting, students are expected to remain in the building on their assigned areas, or in the facility break room. Students need to plan for being in the building during class and laboratory sessions. For safety purposes, students are not allowed to leave the clinical site or class to go to their cars or go outside at any time.

Failure to comply with a nursing Standards of Conduct outlined in 244 CMR 9.0 regarding abandonment, students leaving a clinical setting without informing their faculty and facility nurse, will be dismissed from the program. “244 CMR 9.00: STANDARDS OF CONDUCT defines Abandon means to intentionally terminate any nurse/patient relationship without
reasonable notice to the patient or appropriate other person(s), or both, so that arrangements can be made for necessary continuation of care” (Board of Registration in Nursing, October 3, 2000).

PROCEDURE FOR NOTIFICATION OF TARDINESS OR ABSENCE
It is the student’s responsibility to notify the clinical faculty if late or absent. Any student who is unable to attend clinical practice must notify the faculty and PN coordinator or administrative secretary 1 hour before the start of your assignment. The student shall follow the specific agency policy on student notification of clinical absences. When notifying the clinical agency, students will identify themselves as a Blackstone Valley practical nursing student, leave his/her name, and, if late, what time he/she expects to arrive. The student shall request that the staff member taking the message report the absence or tardy to the clinical faculty and ask for the name of the staff member taking the message. A student who is going to be late to clinical should call their clinical faculty as soon as possible with estimated time of arrival. A student who is absent to clinical must notify the Practical Nursing program office.

When a student is going to be absent on a class day, they must call the practical nursing program office prior to 3:50 p.m. A student who is going to be late should call in as soon as possible with estimated time of arrival.

Failure to notify the Practical Nursing Program office will result in a Professional Warning.

VALOR ACT
In accordance with the General Laws of Massachusetts [M.G.L. c. 15A §43(a)] the VALOR Act II protects students enrolled in the Practical Nursing Program from incurring academic or financial penalties as a result of performing military service. A student called to or enlisting in active duty are allowed the option of completing the course(s) at a later date without penalty, or withdrawing from the course(s) will a full refund of fees and tuition paid. If a student chooses to complete the course(s) at a later date and the course(s) is no longer available upon the student’s return, the student will be allowed to complete a replacement course for equivalent credit (clock hours) without penalty. If a student chooses to withdraw from the course(s), the student’s academic record (transcript) will reflect that the withdrawal was due to active duty military service.

MAKE UP TIME POLICY
Clinical absences, tardiness and dismissals must be made up hour for hour. Make up time is defined as pre-approved activities by a nursing student to fulfill program hour requirements in response to an absence, early dismissal or tardiness. The criteria for make-up time must be approved by the Program Coordinator. It is the responsibility of the student to take advantage of make-up time. It is the responsibility of the student to record make up time on the Sign up Extra Help Log. The makeup hours will be tracked and maintained in the Practical Nursing office.

Students who owe make up time must make up time during the term.

Examples of approved make up time:
- Reviewing DVD relating to class content
- Nursing Skills
- Lab Practice
• Learning simulation equipment
• Extra help for Math for Medications
• Attendance at related nursing conferences, community service projects, volunteer flu clinics, health fair, blood pressure clinic, etc.

Examples of unapproved makeup include class meetings and exam reviews.

The Program Coordinator and faculty will meet to determine if a student is eligible for faculty-supervised clinical make up time. Repeated dismissals, tardiness, absences with unsatisfactory clinical or academic performance, missed clinical hours should be made up at clinical site. This could be accomplished by students scheduling rotations on their days not in school in order to attend clinical. i.e. hospice, assisted living or Alzheimer’s unit can render a student ineligible for make-up time and may result in dismissal from the program.

Students may use approved make up time to replace clinical or academic time to meet the required 1090 hours. Clinical skills laboratory time and clinical make up time with faculty supervision will be offered based upon faculty availability.

Scheduled make-up time is dependent upon faculty availability. Faculty will determine the date, time and facility that the makeup time will be offered. Scheduled make-up time may occur on weekends, or during school vacations. Student(s) will be responsible for reimbursement of the faculty through the Program Coordinator, at the daily rate of $25.00 per hour. Failure to provide payment prior to the clinical or course make up session will result in inability for the student to make up that session(s). The daily rate total for the clinical make up can be added to the student’s account balance.

Students receiving a clinical or course failure warning may only use faculty-supervised clinical make up time to meet the required 1090 hours.

**School Cancellation**
Blackstone Valley Regional Vocational Technical High School serves students from 13 towns. In case of severe weather warranting the discontinuance of school bus service, the school will close. In the event schools are closed in any of the thirteen towns, DO NOT assume this means Blackstone Valley Practical Nursing will close as well. Listen for an announcement specifically for the Blackstone Valley Regional Vocational Technical High School.

The following radio and television stations will broadcast the cancellation, at intervals between 5:30 a.m. and 6:30 a.m. and again in the evening 4:00 p.m. – 6:00 p.m.

- Radio: WTAG (580 AM) WBZ (1030 AM) WRKO (680 AM) WMRC (1490 AM) WHDH (850 AM)
- TV: WBZ-TV 4, WCVB-TV 5, and WHDH-TV 7.

If school is closed during the day, evening classes will not be held. On clinical evenings, if Blackstone Valley Regional Vocational Technical High School day school is cancelled, evening clinical will be canceled as well. Early dismissal of the day school will require that evening school
be canceled. A day school delayed opening will allow for evening school to be in session. Should a change in weather during the evening clinical hours occur, faculty will be in communication with the Program Coordinator to determine an early dismissal time, if necessary.

The Program Coordinator will maintain a current list of student contact information for students who wish to participate in the One Call system. Students may select options to be notified by email, cell phone, and/or home phone to be notified of school closures or other important school related matters. It is the responsibility of the student to insure that the program has accurate contact information.

Each clinical group will organize a clinical phone chain. It is the student’s responsibility to be sure that the information provided to the clinical phone chain is up to date and accurate. Please use your clinical phone chain provided at the start of each term to stay in contact with the Practical Nursing Program for weather or other emergency-related schedule changes.

GRADING

A minimum grade of 76 % is required in each course for passage. Students receiving less than 76 % will be unable to advance to the next term. Each course will be weighed using a points scale to arrive at a numerical grade, or a percentage based on quizzes, final exams and assignments arriving at a numerical grade, as indicated in each course syllabi. All grades will not be rounded. Numerical grades will be used to indicate student grades as follows:

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<tr>
<th>Grade</th>
<th>Numerical Range</th>
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<tr>
<td>A</td>
<td>94-100%</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<td>B</td>
<td>84-86%</td>
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<tr>
<td>B-</td>
<td>80-83%</td>
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<tr>
<td>C+</td>
<td>78-79%</td>
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<tr>
<td>C</td>
<td>76-77%</td>
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<tr>
<td>F</td>
<td>75 % or below</td>
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A pass/fail grade will be used for the clinical practice grade. To receive a passing grade, students must perform satisfactorily in all term objectives. A student receiving a failing grade in the theory component of a course with assigned clinical hours will automatically fail the clinical component. As an example: a student who received a failing grade in Fundamentals I will automatically receive a failing grade in meeting the clinical objectives of Fundamentals I.

Failure at the end of the rotation means the student will not be eligible for promotion. A student with an unsatisfactory clinical performance Term III will not graduate.

Clinical Failure: A student unable to meet the objectives of term clinical criteria will fail clinically. A student receiving a failing grade in the clinical component of a course with assigned clinical hours will automatically fail the theory component. A student with an unsatisfactory performance at the end of the term will meet with faculty members and the program coordinator to discuss unsatisfactory performance and determine the student status as to:

a) Contract for Improvement

b) Withdrawal from the program
c) Dismissal from the program

d) Use of a Lifeline

The student with unsatisfactory performance in clinical objectives related to safe client care, and/or ethical-legal and regulatory standards of nursing and the scope of practice will not be offered a Contract for Improvement.

Students on academic warning and unable to meet all clinical objectives for a subsequent term will not be offered an additional improvement contract.

**Contract for Improvement:** A Contract for Improvement will be developed by the failing student and a faculty member outlining a plan to improve clinical performance based on term clinical criteria within a specified time. The terms of the Contract for Improvement must be met in a given time frame in order for the student to continue in the program. The Contract for Improvement is signed by the student, the faculty, and the program coordinator. A student unable to meet the terms of the Contract Improvement in the allowed time will fail the clinical objectives and will be dismissed from the program.

**Course Progress:** Students in danger of failure will be notified at mid-term in writing by the faculty. In addition, the faculty may issue a course/clinical warning at any time a student is in danger of failing a course or clinical rotation. The faculty will meet with any student on warning to discuss plans to remediate deficiencies.

**Course Failure:** Students who fail an academic course are allowed one (1) opportunity per academic term for a retake of one (1) failed quiz or exam. Students who fail two (2) or more courses in a term are ineligible for any retake opportunities. The highest grade attainable on a retake quiz or test is 80%. The highest grade obtainable for that course is a 76%. Final Exams are not eligible for retake. There is no carryover of a retake exam from one term to another.

**LifeLine:** A student who has failed one course can use one (1) life line per term. The student who seeks approval to use LifeLine will be able to retake one (1) quiz or exam in the failed course. The student will meet with the faculty and review the one (1) quiz or exam for remediation. The student will take the one (1) quiz or exam. The highest grade on the one (1) quiz or exam will be calculated into the final grade. This grade cannot be higher than an 80% as well. If the student does not pass the course using the LifeLine, then the student will be dismissed from the program due to course failure.

**Incomplete grade:** An incomplete grade does not allow a student to be eligible for promotion to the next term or completion of the program for graduation. The student may receive a conditional promotion as outlined in an improvement contract. Incomplete work must be completed within a specified time designated by the faculty to change the incomplete grade to a complete grade and allow promotion. The specified time period will be no longer than 10 days into the next term unless prior approval is received from the program coordinator.
PROGRESSION
All students must complete each academic course with a grade of 76% and each clinical component with a satisfactory performance in all clinical objectives. Failure to do so prohibits a student from progressing to the next term. Students receiving a failing grade in the theory component of a course with assigned clinical hours will automatically fail the clinical component. Students receiving a failing grade in the clinical component of a course with assigned clinical hours will automatically fail the theory component. Students must meet attendance requirements to be eligible for promotion. The faculty committee meets at the end of each semester to determine if students are eligible to be promoted to the next term.

TRANSCRIPTS
Transcripts will be provided to students and graduates at cost of $5.00 for each transcript requested. The Transcript Request Form and payment is required to complete the transcript request process. The Transcript Request Form can be found on the BVT-PN web site or through the PN Program Office. Once the Transcript Request Form and payment is received the process can be completed.

ACCEPTING ELECTRONIC TRANSCRIPTS
It is the policy of BVT PN Program to only accept electronic transcripts from the institution or from an established provider such as Script Safe, Parchment, National Student Clearinghouse, Docufide, SENDedu, etc. Designated officials from institutions (i.e. Registrar) can email the electronic transcript(s) to the PN Office if they do not use a 3rd party vendor. We will not accept copies emailed from the student(s) in any format. Once PN Program has received the transcript(s), the transcript(s) will be printed and stamped as received.

AFTER SCHOOL HELP
Faculty will be available for after school help. Students may seek extra help after school hours by completing an Afterschool Appointments Form and submitting the Afterschool Appointments Form to the individual faculty. The student must identify the reason for the extra help (i.e. review an exam, review theory content, ask questions regarding notes, practice lab skills, counseling/academic advising or other reason). The Program Coordinator is also available for extra help appointments Students are strongly encouraged to attend the scheduled help sessions identified on each term calendar. Students receiving a course failure notice may be required to attend extra school help sessions. Other after school help session may be available on Mondays or Fridays based upon faculty availability.

LATE ASSIGNMENTS AND EXAMS
Assignments are to be submitted on the due date at the beginning of class in the faculty’s mailbox. After dinner break, assignments will be marked as late. Late assignments will receive an automatic 10-point deduction. After five (5) school days, a zero will be recorded for that assignment in the grade book. If absent on an assignment due date, the 10 point deduction penalty applies. Online assignments and tutorials included on each course syllabi are due on the date assigned, are not eligible for late credit, and a zero will be recorded for that assignment in the grade book if it is turned in more than five (5) school days late. In Class assignments cannot be made up under any circumstance.
10 points will not be deducted for mitigating circumstances. The student must provide documentation that the absence(s) were related to mitigating circumstances to the PN Coordinator. The PN Coordinator will determine if absenteeism qualifies as mitigation circumstance in order to make up the exam and/or pass in late assignment without a 10 point deduction. All assignments must be passed in the day the student returns with documentation or 10 points will be deducted.

Quizzes and exams must be taken on the day given. In the event a student is tardy, he/she must take the quiz/exam upon arrival to class in an assigned area outside the classroom to avoid disruption.

If a student is absent on the day of the exam or quiz, the student will make arrangements with faculty to take the exam or quiz on the following Monday or Friday. All exams will be scheduled for the Monday and Friday of each week from 1:00-3:00 pm. Failure to make up the exam or quiz on the following Monday or Friday will result in the student receiving a 0 grade for that exam or quiz.

All retake exams will be assessed a 10 point deduction. Unless there is mitigating circumstances. A student who fails to make up an exam prior to the next scheduled class will be subject to an additional 10 point deduction. Alternative exams may be given. It is the responsibility of the student to contact faculty to obtain missed class theory content, missing assignments and exams. All quizzes and exams must be taken sequentially.

LAB MAKE UP SESSIONS
Any student who misses a lab must sign up for lab make up. Any student who misses any components of lab must sign up for lab make up. The lab make up session will be held monthly at the discretion of the faculty. The lab make up sessions will be posted on the PNP bulletin board. The lab make up session is mandatory in order for the student to progress and to meet the competencies of the PNP. Failure to make up the lab as scheduled may result in the inability to meet the course requirements.

POST QUIZ/EXAM REVIEW SESSIONS
- Post quiz/exam review may not be conducted during class time.
- A student with a failing quiz/exam grade is encouraged to meet with the faculty to review the quiz/exam.
- The post quiz/exam review sessions will be brief and designed to help students understand missed questions and provide rationales for correct answers. Post quiz/exam review is not a time to contest questions or a grade.
- A student with a failing exam grade is encouraged to make an appointment for individual after-school help with the faculty on that faculty’s scheduled day for more in-depth quiz review, notes review and study skills.
- Review of exams are to be reviewed sequentially and before the next exam for that course.
- Exams cannot be reviewed all at once at the end of term before the final exam.
- During post quiz/exam review students are not allowed to bring coats, hats, writing tools, notebooks, backpacks, purses, cell phones, cameras, PDAs, blackberries or other electronic devices. A student arriving late will not be admitted to post quiz/exam review session.
• No extra help session will be awarded to the student.

GRADE CHALLENGE
After grades are posted, students have 7 days to complete the grade challenge form. After 7 days the grade students will not be able to challenge the grade and the grade will stay as posted. A student will submit in writing on the Grade Challenge form a request to meet with the exam’s faculty with the challenge, and a rationale from text, or other classroom material in support. The faculty will review and respond within three (3) days. The faculty will document the grade challenge with outcomes. The faculty will submit the Grade Challenge form to the PN Coordinator for review. After reviewed by the PN Coordinator, the PN Coordinator will place the Grade Challenge form in the student’s record.

Should the result of the challenge have implications for other student grades adjustments will be made to all grades.

MIDTERM WARNINGS
• Midterm warnings will be provided to all students who have 76% or below in each course.
• Midterm warnings will be completed during the half way point of each term or after at least 2 grades have been entered.
• The faculty will complete a Course Failure form and meet with each student on individual basis.
• Students receiving a mid-term course warning must meet with the faculty to devise a plan for course improvement.
• After meeting with the student, the faculty will submit the completed Course Failure form to PN Coordinator.
• After reviewed by the PN Coordinator, the PN Coordinator will place the Midterm Warning form in the student’s record.

JOURNAL WRITING
Students are assigned a specific number of journal entries to be completed as part of each clinical rotation. Journal writing allows for self-expression, self-assessment and reveals connections between content and the clinical experience. Journals are non-graded assignments. Specific criteria, following a rubric, will be used to evaluate critical thinking. The number of assignments may vary from term to term. Students are responsible for submitting journal entries as specified by faculty and assuring that all journal entries are complete by the end of the clinical course. Journal writing is part of the clinical experience and while not graded, must be complete to receive a satisfactory grade in clinical objectives relating to professional behaviors in clinical evaluation. Journal writings will be graded according to the Journal Entry Evaluation Rubric.

PORTFOLIO PROJECT
The Portfolio guidelines will be provided to the students during Term I. The Portfolio binders will be kept in the Health Services until the end for the program per faculty approval.
During the program, each student is required to submit documentation for the Portfolio. It is the student’s responsibility to maintain the portfolio throughout the program. The portfolio will be reviewed at the end of each term.

At the end of the program, student can keep the portfolio as a compilation of student work assembled for the purpose of:

- evaluating coursework quality and academic achievement,
- creating a lasting archive of academic work products,
- determining whether students have met student learning outcomes or academic requirements for courses, grade-level promotion, and graduation.

**OBSERVATIONAL EXPERIENCES**

Students may be assigned to observational experiences. Student will follow guidelines and objectives for all observational experiences—Such as Hospice care, operating room, same day surgery, Assisted Living, Long Term Care, Senior Health Fairs, flu clinics, community fairs/events and other areas assigned). The student has the responsibility to complete the observational experience guidelines and submit them to their course/clinical faculty. The clinical faculty is responsible for assessing how well the student met the objectives of the observational experience. The faculty may consider this when completing the student’s weekly anecdotal, assignment for observational experience, midterm or final clinical evaluation.

**RECORDING CLASSES**

Students are asked to speak with the individual faculty to inform them that they would like to record classes. It is within the individual faculty’s discretion to allow this request. Recording exam review or final preparation sessions is never allowed.

If such a request is allowed, students must sign the following statement:

The student whose signature appears below agrees that the information that is recorded during class is the property of the faculty and that the recorded material will ONLY be used by the student for the purpose of learning the class material. Any other use of the material may result in the student being liable for copyright infringement. The recorded material will only be used by this individual student in a private area.

Students shall be specifically notified if the class they are in will be recorded. Students are advised that any questions or comments of discussions occurring during class may be recorded.

**SELF-ASSESSMENT**

At midterm in each clinical rotation, students will prepare a self-assessment of their ability to meet clinical objectives, identifying their strengths and weaknesses, and areas that they wish to improve. Faculty will guide the students in the self-assessment evaluation process. The student and faculty will meet, review and sign the self-evaluation. One copy shall be returned to the student, and the faculty shall retain the second to put in the student temporary record. Self-assessment, while not graded, is part of the clinical experience and must be completed to receive a satisfactory grade in clinical objectives relating to professional behaviors in clinical evaluation.
PROGRAM EVALUATIONS
At the conclusion of each term, periodically, and the end of the program, the student is asked to complete evaluations relating to the Practical Nursing Program. The Student’s recommendations for improvement are appreciated, carefully reviewed and input is a valuable to the success of the PNP. If appropriate, recommendations may be incorporated into the PNP.

MATHEMATICS FOR MEDICATION ADMINISTRATION REQUIREMENT
In addition to pharmacological knowledge, in order to administer medications safely, a nurse must know medical abbreviations, mathematical conversions and calculations. An assessment test is given the first week of school to identify students at risk. Remediation is offered throughout the year.

To meet graduation requirements, students must successfully complete all components of the Mathematics for Medication Administration policy. The Mathematics for Medication Administration includes:

- Medication Abbreviations and Conversion Exam with a 90%
- Medication Administration Exam with an 80%
- Nursing Skills Competency for PO, IV, IM, SC and, GT medication administration in the nursing skills lab.
- Completion of ATI skills modules for medication administration with a 76%.
- Upon completion of the Math for Meds requirements: A Mathematics for Medication Administration Requirement Form upon includes: Abbreviation and Conversion exam, Medication Administration Exam and Nursing Skills Competency for Medication Administration be part of the temporary record. (See Maintenance of Student Records).

Assignments and suggested home practice information will be distributed and reviewed at the New Student Orientation Day. A student must demonstrate 90% accuracy with medical abbreviations and conversions prior to medication administration Term I. A student will have two opportunities to pass the test. A student who is unable to complete the exam with a 90% or greater will not administer oral, subcutaneous, intradermal, or intramuscular, parental, G-tube, medications until a passing grade is obtained. A student who does not know abbreviations and mathematical conversions for basic oral medication administration will be unable to pass meds and will fail the clinical component of Term I.

Mathematics for Medication Administration Achievement is incorporated throughout the curriculum. Administration of medications as a clinical requirement continues Term II and Term III. A student must be able to work with fractions, percentages and basic ratio and proportion. Additionally understanding IV drip rates and factors, and calculations for parental, IM and SC dosages must be demonstrated by examination and skills competency. Students will be given numerous opportunities for practice and remediation. Students are required to pass a medication administration test with an 80% or better prior start of Term III. Students will be given two opportunities to pass the exam and the skills competency. A student who fails the exam with below an 80% on two attempts will fail the clinical component of Term II. A student who fails to demonstrate a skill competency on two attempts will fail the clinical component of Term II.
Students are expected to continue to practice and increase proficiency beyond the Mathematics for Medication Administration Requirement by demonstrating progressing competency and safety in medication administration throughout the program.

**GRADUATION**

Students will be considered eligible for graduation upon successful completion of all program requirements:

- A passing grade of 76% or better in all academic courses
- Meets the Mathematics for Medication Administration Requirement
- Term III Satisfactory performance of all clinical objectives
- Meets all financial obligations including completion of Student Financial Aid exit counseling
- Return all Blackstone Valley Regional Vocational Technical High School property, including but not limited to ID badge, parking badge and any books or multi-media items checked out of the library.
- Meet Attendance requirements.

Upon completion of the program, graduates will receive a Certificate of Completion from Blackstone Valley Regional Vocational Technical High School and a school pin, purchased by the student.

The graduate, who then demonstrates Good Moral Character, as required by the Massachusetts Board of Registration in Nursing, is eligible to take the NCLEX-PN exam.

**RETENTION/ DISMISSAL**

A student may be dismissed from the program at any time for the following reasons, which is not an exclusive list of the potential reasons for dismissal:

- Inability to transfer theory into practice despite remediation
- Demonstrates a consistent lack of understanding of his/her limitations
- Inability to anticipate the consequences of action or lack of action
- Ineligibility for promotion due to course failure
- Consistently failure to maintain communication with faculty and facility nurses and staff about client care
- Dishonesty about client care: examples include, but are not limited to: charting to patient care not given, charting to patient assessments not made, recording data not skillfully obtained
- Unethical Behavior: examples include, but are not limited to: plagiarism, cheating on exams or assignments, impaired student practice related to drugs or alcohol.
- Violation of standards and laws regarding patient privacy
- Violation of Social Media statement
- Failure to meet attendance requirement
- Failure to meet the Technical Standards of the Program
- Failure to meet the Mathematics for Medication Administration Requirement
- Nonpayment of tuition and/or fees
• Committing a civil/criminal act as outlined in the BVRVTHS Student Handbook policy (Massachusetts General Laws Chapter 71: Section 37H & 37H ½)

WITHDRAWAL
A student may withdraw from the program at any time for any reason. It is the responsibility of the student to complete the withdrawal procedure. At the time of withdrawal the student is responsible for:

• Notifying the Program Coordinator immediately, both verbally and in writing of their withdrawal from the program
• Meeting with the Program Coordinator
• Meeting all financial obligations
• Meeting with the Financial Aid Coordinator to complete required exit counseling.
• Returning all Blackstone Valley Regional Vocational Technical High School property, including, but not limited to, ID badge, parking badge and any books or multi-media items checked out of the library.
• A student may request to be considered for readmission under the readmission policy

Failure to complete the withdrawal procedure will result in an automatic recording of a failing grade in all courses in which the student is currently enrolled. At the end of the semester, the student will be dropped from the program and the student record noted accordingly. To be considered for readmission the withdrawal procedure must be completed.

READMISSION POLICY:
Students will not be readmitted to the Practical Nursing Program if dismissal was due to performing a civil/ criminal act as outlined in the BVRVTHS Student Handbook policy (Mass General Laws Chapter 71: Section 37H & 37H ½). A student dismissed from the Practical Nursing Program for unsafe clinical practice or unethical behavior is not eligible for readmission.

Students may be readmitted to the program based on the following:
· Written petition to the Program Coordinator of the Practical Nursing Program
· Space available in the program
· A faculty review of the student’s past performance in the program and activities since leaving the program.
· An interview with the program coordinator or faculty member
· Updated health records, one updated reference, and submit to a Criminal Offender Record Information Release (CORI), CPR certification.
· A written proposal indicating a detailed plan for successful completion of the program.
· Approval by the faculty committee.

When a student is re-admitted into the program, the student is placed on Financial Aid Probation. A student on probation is still eligible to receive financial aid, but if the student does not successfully complete their probationary term, the student will be denied financial aid. If a student successfully completes the probationary term, but still is not at a 66% completion rate, the student
will be on Extended Probation. If the student does not successfully complete the Extended Probation Term, the student will be denied financial aid.

Students accepted for readmission will be responsible for the entire tuition at the current rate set by the School Committee, as well as any fees.

Students will be reviewed at the general admissions meeting when all qualified applications are under consideration for acceptance to the next scheduled program. There will be only one opportunity for readmission.

MAINTENANCE OF STUDENT RECORDS
Student records are maintained according to federal law, state law, and school and program policy including, 603 CMR 23.00 and the Family Educational Rights and Privacy Act (FERPA). The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.
Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

All records are kept private, secured and on file in the PN Coordinator’s Office or Business Office.

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<th>Document</th>
<th>Responsibility</th>
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• Documents used to verify those not in good academic standing.

Documents used for verification
Entrance and exit counseling records
Financial records

**Temporary Record:**
academic records
student evaluations,
grades books
professional warning (remediation plans)
progress reports,
records of awards or outstanding performance
Math for Meds Workproduct/Competencies

| PN Coordinator | 1.5 years – duration of enrollment | Shred and destroy upon completion of the program. |

| Student Portfolios: |
student journals,
nursing care plans,
graded written assignments,
other completed assessments. |

| PN Coordinator | 1.5 years – duration of enrollment | Returned to graduate on the final day of the program. Or Shred and destroy upon completion of the program. |

**CHANGE OF ADDRESS**
Students need to keep contact information up to date at all times. If there is a change in address, emergency contact information, name change, phone number, cell number and/or email address. Student will need to complete a Change of Address Form and submit the document to the PN Administrative Assistant. The Change of Address forms can be obtained in the PN Office.

**REQUEST FOR LETTERS OR DOCUMENTATION**
The PN Office has 5 business days to complete letters or documentation requested by the student.

**SAFETY**
It is the responsibility of each student to know thoroughly and to observe the safety rules of the Practical Nursing Program. Safe practice is emphasized in all practical nursing courses. Safe practice is habit forming and is always noticeable in the work habits of the accomplished worker. Students should be aware of and model nursing professionals who demonstrate safe practice principles. Students will use all safeguards that are provided for their protection. Students who endanger themselves or their classmates by purposely violating safety codes will be subject to immediate dismissal.

In all areas of unsafe practice, students must be held accountable of their performance. For actions or behaviors that threaten or have the potential to threaten the safety of a client, a family member, significant other, another student, a faculty member, or other health care provider, the result can be a clinical failure warning, with a learning contract for improvement, or dismissal from the Practical Nursing Program.

**An unsafe practice is defined as:**
- An act or behavior of the type which violates 244 CMR 3.00 Registered Nurse and Licensed Practical Nurse and 244 CMR 9.00 Standards of Conduct.
- An act or behavior of the type which violates the Code of Ethics for National Association for Practical Nurse Education and Service (NAPNES).
• An act or behavior which threatens or has the potential to threaten the physical, emotional, mental or environmental safety of the client, a family member, significant other, another student, a faculty member or other health care provider
• An act or behavior (commission or omission) which constitutes nursing practice for which a student is not authorized or educated at the time of the incident
• Any incident in which the student’s action has or may seriously jeopardize patient care and/or safety. Examples such actions include, but are not limited to:
  · Errors of omission/commission in patient care
  · Any pertinent intervention which places another in danger
  · Failure to report changes in patient status promptly
  · Omitting information regarding any personal conditions that may jeopardize patient care or about the student’s own learning needs.
  · Unsatisfactory clinical performance which compromises quality of care when the student also demonstrates one or more of the following:
    · Multiple absences
    · Poor documentation of attendance in after school help sessions
    · Incomplete assignments, late assignments, failing grades

Procedure
• When faculty member believes an unsafe situation may or has occurred he/she will immediately remove the student from their assignment. Faculty members are responsible for reporting immediately a change in assignment to the staff member, while maintaining student confidentially. The student must leave the clinical setting in a professional manner, including a handoff report to staff member with faculty present. Failure to do so constitutes immediate dismissal from the program.
• Faculty member will document the situation in an incident report, and anecdotal note.
• The faculty member will notify the Program Coordinator
• The Program Coordinator will meet with both the student and the faculty member to review the unsafe practice situation.
• The Program Coordinator will review the student's clinical performance evaluation(s), academic record, and potential for successful completion of the major in nursing. Based upon this careful and deliberate review, a decision to either:
  1. Allow the student to continue in the program. At that time the student will be given a clinical failure warning. A learning contract will be developed outlining the objectives and performances that must be accomplished. In areas concerning unsafe practice, the learning contract will have a specific timetable for documented improvements, and will remain in effect until program completion.
  2. Dismiss the student from the program. The grade will be recorded as a clinical failure, “F”, and the student will be ineligible for readmission.

INCIDENTS
Incident involving clients: If there is an accident, error or incident involving a client assigned to your care, immediately report to the faculty supervising you in the clinical agency. Stay with your client, have another student or staff member locate your assigned staff nurse and faculty. The student and the faculty will review events immediately to the assigned staff nurse. The student and the faculty will file a written Incident/Safety Report Form to the PN Coordinator. The faculty will
notify the PN Coordinator of any incidents. When an incident or accident requires an incident or safety report to be completed for an agency, a copy will be obtained and attached to the Incident/Safety Report Form. The report will be kept in the student’s temporary record. Remember as a student nurse, in all assigned client care areas, you are not allowed to carry out an intervention that you have not been instructed in, practiced while supervised, or been signed off by an faculty of the Practical Nursing Program. It is the responsibility of the student to confirm and clarify planned interventions with assigned faculty:

Examples of nursing activities that are never performed by a student nurse in the clinical setting:
- Witness to a signature in informed consent
- Administer Blood or Blood products
- Administer medications without the prior knowledge and consent of the clinical faculty
- Administer medications in an observational student experience

Failure to report an incident involving a client may be grounds for dismissal from the Program.

**ACCIDENTS**
Should you have an accident of any type while in the school or at your assigned clinical practice, you must report immediately to the faculty

The faculty and the student will report to the designated authority of the clinical agency. In the clinical setting, if emergency care is required it will be made available, but the student will incur any medical costs. An Accident Report form will be completed by the faculty and the student then submit the Accident Report Form to the PN Coordinator. The faculty will notify the PN Coordinator of any incidents. The accident form will be kept on file in the student record. Accident or injury reports and forms will become part of the graduate record upon program completion.

The School Nurse and the Assistant Principal will be notified, and will receive copy of the Accident Report form. The accident form will be placed in the student health record, locked and secured in the PN Coordinator’s office.

Blackstone Valley Regional Vocational Technical High School Practical Nursing Program makes every reasonable effort to provide a safe environment at school. Student accidents while in school should be reported immediately to the Program Coordinator or faculty member. In a non-emergency, the student will be responsible for providing transportation. In the event of an emergency, EMS will be activated, and the student will be transported to the nearest facility, which may be at the student’s expense. The Accident Report form will be completed by the faculty and the student.

Student exposure to blood-borne pathogen or other body fluids will follow OSHA guidelines; If you are stuck by a needle or other sharp, or get blood or other potentially infectious materials in your eyes, nose, mouth, or on broken skin:
- Immediately flood the exposed area with water and clean any wound with soap and water or a skin disinfectant if available
- Flood eyes or other mucus membranes with water
- Report this immediately to your clinical faculty
• Student and faculty will report immediately to designated agency and receive immediate medical attention
• Complete school and agency-required paperwork
• Follow agencies policy for routine testing
• Notify Program Coordinator. Documentation will be added to the student health record, kept secured, private and on file in the Program Coordinator’s office.

VALUABLES
Money and/or valuables should not be brought to class or to clinical practice. Blackstone Valley Vocational School District and/or the clinical practice agencies will not be responsible for lost or stolen articles.

CLASSROOM/CLINICAL BEHAVIORS
Expected Adult Professional Behavior
As an adult learner, returning to the academic setting, the faculty will expect that you will conduct yourself in the highest standard of adult behavior, always with the standards of nursing professional behavior in mind, and adhere to all Student Learning Outcomes. Examples of adult professional behaviors, as viewed by faculty, include but are not limited to:

Commitment to the practical nursing program by:
• Reading and adhering to the PN Student Handbook and school policies
• Identifying ethical actions and interpersonal relationships
• Assume the expected role of the student practical nurse
• Demonstrate professional growth by performing satisfactorily in each of the program terms
• Participate in additional programs offered by the practical nursing program
• Following the school calendar
• Following the class schedule

Motivation and Self-Direction to complete program requirements:
• Work with your clinical faculty to communicate your personal goals in the clinical setting
• Keep a personal record of your grades, evaluations and portfolio of work, including clinical care plans and journal entries
• Actively participate in student pre- and post-conference in the clinical setting
• Request a conference with faculty if you feel unclear of your ability to meet clinical objectives
• Sign all evaluations after reading and commenting; return copy to faculty and retain a copy for yourself.

Commitment to citizenship in the practical nursing program:
• Arrive on time
• In the clinical setting, this means prepared for opening communications, instructions and ready to start assignment
• In the classroom, in your seat, prepared for opening communications and instructions.
• Come to class and to clinical prepared: supplies ready (organized the night before), completed assignments, medications researched, nursing care plans begun
Assignments prepared, completed and turned in on time. Papers with multiple pages are stapled or in folders (loose, torn pages are not acceptable)

Respect faculty and other students during class time and presentation; Classroom talking is distracting to everyone.

Food in the classroom or nursing lab is not allowed. Scheduled breaks will be given.

Water and beverages are allowed; the exception is during a quiz or exam

During quizzes and exams remain in your seat.

Throughout and at the end of the day, chairs, tables, lab equipment and kitchen area cleaned. Need to be stored in their proper area. The nursing lab should be maintained as you would a patient care unit.

**NAPNES Standards of Practice for Licensed Practical/Vocational Nurses**

The National Association of Practical Nurse Education and Service (NAPNES) has set the standards for nursing practice of THE LPN/LVN’s since 1941. The following standards represent the foundation for the provision of safe and competent nursing practice. Competency implies knowledge, understanding, and skills that transcend specific tasks and is guided by a commitment to ethical/legal principles. This statement of standards is intended for nursing educators, healthcare administrators, nurses and healthcare consumers.

**THE LPN/LVN PROVIDES INDIVIDUAL AND FAMILY-CENTERED NURSING CARE BY:**

A. Utilizing appropriate knowledge, skills and abilities.

B. Utilizing principles of the nursing process in meeting specific patient needs in diversified health care settings.

C. Maintaining appropriate written documentation and utilizing effective communication skills with patients, family, significant others and members of the health team.

D. Executing principles of crisis intervention to maintain safety.

E. Providing appropriate education to patients, family, and significant others to promote health, facilitate rehabilitation and maintain wellness.

F. Serving as a patient advocate to protect the patient rights.

**THE LPN/LVN FULFILLS THE PROFESSIONAL RESPONSIBILITIES OF THE PRACTICAL/VOCATIONAL NURSE BY:**

A. Applying the ethical principles underlying the profession.

B. Following legal requirements.

C. Following the policies and procedures of the employing facility.
D. Cooperating and collaborating with all members of the health-care team to meet the needs of family-centered nursing care.

E. Assuming accountability for his/her nursing actions.

F. Seeking educational opportunities to improve knowledge and skills.

G. Building post-licensure skills to assure and increase continuing competence.

**CODE OF ETHICS**

The Licensed Practical/Vocational Nurse Shall:

1. Consider as a basic obligation the conservation of life and the prevention of disease.
2. Promote and protect the physical, mental, emotional and spiritual health of the patient and his/her family.
3. Fulfill all duties faithfully and efficiently.
4. Function within established legal guidelines.
5. Accept personal responsibility (for his/her acts) and seek to merit the respect and confidence of all members of the health team.
6. Hold in confidence all matters coming to his/her knowledge, in the practice of his/her profession, and in no way and at no time violate this confidence.
7. Give conscientious service and charge just remuneration.
8. Learn and respect the religious and cultural beliefs of his/her patient and of all people.
9. Meet his/her obligation to the patient by keeping abreast of current trends in health care through reading and continuing education.
10. As a citizen of the United States of America, uphold the laws of the land and seek to promote legislation that will meet the health needs of its people.


**PROGRESSIVE DISCIPLINE**

A student will enter progressive discipline whenever he/she fails to meet the expectations of the PNP and any violation of the BVT PNP Student handbook and/or violation of the BVT Student Handbook. Depending on the seriousness of any situation, however, any step may be skipped with the approval of the Program Director.

Typically, progressive discipline adheres to the following:

- Counseling: Documented in the Faculty Advising Binder, documents verbal counseling and outlines the outcome.
- Professional Warning - student has been counseled regarding the need to improve in a specific area and has failed to demonstrate improvement or performance precludes the opportunity for counseling. A Professional Warning may be implemented to specifically describe to the student how expectations may be met;
• Professional Warning - occurs when the student has already received a 1st Written Warning and new violation arises or unresolved violation continues;
• Professional Warning and Contract for Improvement - follows the 2nd Professional Warning if new violation arises or unresolved violation continues;
• Suspension for two (2) days with Professional Warning- if a new violation arises or unresolved violation continues, or violation of the Contract for Improvement;
• Recommendation for Dismissal– A student has received a 3rd written warning, and/or suspension with new issue or unresolved issues continues to fail to meet the standards of the PNP and does not demonstrate the ability, desire, or willingness to change the behavior.

Although these steps usually follow a progressive discipline, please note that at the discretion of the Program Coordinator to skip any step depending on the seriousness of the situation.

GRIEVANCE
The Practical Nursing Program recognizes that students, as citizens, have the right to request address of grievances. Further, the program believes that fostering a respect for lawful procedures is an important part of the adult educational process. Accordingly, a procedure for dealing with individual and group grievances shall be provided, along with the appropriate appeal procedures. It is anticipated that problems and matters of objection can be resolved informally by honest and open dialogue between the student and the faculty of the Practical Nursing Program. Only when such efforts are deemed unsuccessful should the student grievance procedure be initiated.

Purpose:
To define the correct procedure for students to follow in resolving grievances. To secure, at the earliest and most direct level, an equitable solution to the problem for those parties involved with the grievance.

Definitions:
• A grievance shall be defined as a claim allegedly caused by a misinterpretation, violation, or inequitable application of policies of the Practical Nursing Program.
• Days shall be designated as only school days. Holidays and weekends are not to be considered applicable.

Considerations:
• Failure at any step in the procedure to communicate the decision of a grievance within the specified time limit to the aggrieved person shall permit the aggrieved to proceed to the next step.
• Failure at any step of the procedure to appeal the grievance to the next step within the specified time limit by the aggrieved shall be deemed a final acceptance of the decision rendered at that time.
• No reprisal of any kind shall be taken by any party of participation in the grievance procedure by reason of participation.

Grievance Procedure
1st Level    Faculty of Practical Nursing Program
a. A student must initiate definite action on a grievance, in writing, within five (5) school days following the event or occurrence, which is the basis for such, or the complaint shall be considered invalid (and therefore waived).
b. The student will meet with the faculty involved, with both attempting to resolve the issue informally and directly.
c. The faculty shall communicate a decision in writing to the aggrieved student and the Program Coordinator within five (5) school days after receiving the complaint.

2nd Level    Coordinator of Practical Nursing Program
a. If the grievance is not resolved at 1st Level, the aggrieved student may appeal a grievance to the Program Coordinator in writing, within five (5) school days upon receiving the written decision of the faculty member.
b. The student will submit a written document outlining:
   · Specific dates and events
   · The faculty involved
   · The faculty’s response
   · The unsatisfactory nature of the proposed resolution
c. The student and Program Coordinator shall first confer on the grievance with a view to arriving at a mutually-satisfactory resolution.
d. The Program Coordinator will meet with all parties involved in order to resolve the grievance.
   1. The Program Coordinator shall communicate her/his decision in writing to the aggrieved student within five (5) school days after receiving the complaint.

3rd Level Principal
a. If the grievance is not resolved at 2nd Level, the aggrieved student may appeal the decision to the Principal in writing, within five (5) school days after the decision of the coordinator has been delivered.
b. The Principal shall meet and confer with the aggrieved student with a view to arriving at a mutually-satisfactory resolution.
a) The Principal shall communicate his decision in writing to the aggrieved student within five (5) school days after receiving the appeal. The Program Coordinator and the faculty will receive written notification of the principals’ decision.

4th Level    Superintendent-Director
a. If the grievance is not resolved at 4th Level, the aggrieved student may appeal to the Superintendent-Director in writing, within five (5) school days after the decision of the Principal has been delivered.
b. The Superintendent-Director shall meet with the aggrieved student with a view to arriving at a mutually-satisfactory resolution.
c. The Superintendent-Director shall communicate his decision within ten (10) school days after receiving the appeal. The decision by Superintendent-Director shall be final.
HARASSMENT/BULLYING POLICIES

HARASSMENT POLICY
The Blackstone Valley Regional Vocational Technical High School is committed to equal employment and educational opportunity for all employees, students and members of the school community, without regard to race, color, sex, religion, age, national origin, sexual orientation, gender identity, disability, genetics, uniform military or veteran status, or homelessness, in all aspects of education.
The Blackstone Valley Regional Vocational Technical High School is also committed to maintaining a school and work environment free of harassment based on race, color, sex, religion, age, national origin, sexual orientation, gender identity, disability, genetics, uniform military or veteran status, or homelessness. The School District expects all employees and members of the school community to conduct themselves in an appropriate and professional manner with concern for their fellow employees and the students.

Harassment on the basis of race, color, sex, religion, age, national origin, sexual orientation, gender identity, disability, genetics, uniform military or veteran status, or homelessness in any form will not be tolerated. Such harassment includes unsolicited remarks, gestures or physical contact, display or circulation of written materials or pictures derogatory to either gender or to racial, ethnic, religious, age, sexual orientation or handicapped individuals or groups.

Any violation of this policy should be brought to the attention of the Title IX Coordinator or the Superintendent, or his/her designee, as soon as possible, who will conduct an investigation and take appropriate action. See Grievance Procedure in this Student Handbook. Any employee or member of the school community found to have engaged in harassment shall be subject to sanctions, including but not limited to, warning, suspension or termination, subject to applicable procedural requirements.

BULLYING PREVENTION (M.G.L. c. 71, s. 370)
Blackstone Valley Regional Vocational Technical High School (BVT) is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process. Central to the safe learning environment established at BVT is the understanding that it is everyone’s responsibility to act respectfully, to model exemplary behaviors, and to challenge offensive behaviors when they occur. No student shall be subjected to harassment, intimidation, bullying or cyberbullying.

BVT has adapted the Model Bullying Prevention and Intervention Plan required under M.G.L. c. 71, s. 370 to create the BVT Bullying Prevention and Intervention Plan. The BVT Plan is available for public perusal on the BVT Website. In addition, BVT students, parents/guardians, staff, administration and the BVT School Committee receive a copy of the Plan at the start of each school year.
M.G.L. c. 71, § 37O defines **bullying** as the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

Causes physical or emotional harm to the target or damage to the target’s property;

i. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;

ii. creates a hostile environment at school for the target;

iii. infringes on the rights of the target at school; or

iv. materially and substantially disrupts the education process or the orderly operation of a school.

**Cyberbullying** is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the complete legal definition of cyberbullying. Within the law and for the purposes of this policy, whenever the term bullying is used it is to denote either bullying, or cyberbullying.

The BVT Bullying Prevention and Intervention Plan addresses the vital issues needed to effectively and decisively address bullying within the BVT school community. Those issues, which are mandated by law and clearly delineated in the BVT Plan are: Training and Professional Development, Access to Resources and Services, Academic and Non-Academic Activities; Policies and Procedures for Reporting and Responding to Bullying and Retaliation; Collaboration with Families, Prohibition Against Bullying and Retaliation, the Pertinent Definitions and the Relationship of the Bullying Statute to Other Laws.

Included within the BVT Plan are the following reporting resources: a Bullying Prevention and Intervention Report/Response MAP, a Bullying Prevention and Intervention Incident Reporting Form, and a Bullying Prevention and Intervention Plan in a Nutshell.

The BVT Bullying Prevention and Intervention Plan is the BVT Bullying Prevention Policy, and as such it is subject to be reviewed and updated at least biennially, under the direction of the Assistant Superintendent-Director/Principal.

**DEFINITIONS PERTINENT TO THE BVT BULLYING INITIATIVE**

*Several of the following definitions are copied directly from M.G.L. c. 71, § 37O, as noted below. BVT may have added specific language to these definitions to clarify them, but has not altered their meaning or scope. The BVT Plan also includes additional definitions that are aligned with BVT policies and procedures.*

**Aggressor** is a student or staff who engages in bullying, cyberbullying, or retaliation.

**Bullying** (See definition above)

**Cyber-bullying** (See definition above)
Harassment at BVT is synonymous with the definition of bullying from M.G.L. c. 71, §370 for the purposes of disciplinary action, with the exception of sexual and criminal harassment which are governed by state and federal law.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student’s education.

Intimidating Behavior at BVT is use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at another student, that makes that student feel fearful and/or uncomfortable at school or that causes an interruption in the educational process. Intimidating behavior as a code within the BVT Code of Conduct is intended to identify behavior that goes beyond student on student disrespect and suggests that the behavior has the potential to fall into the category of bullying. For the purposes of the BVT Code of Conduct, three or more incidents of intimidating behavior equate to bullying as defined in M.G.L. c. 71, §37O.

Progressive Discipline is a behavioral management approach which utilizes a system of levels of predetermined consequences for specific offenses to maintain a safe and secure school environment. The hallmark of progressive discipline at BVT is a balance of preventative measures, respect, and common sense disciplinary values. BVT administrators and staff strive to maintain a disciplinary process which is both fair and consistent and protects the rights of all members of the BVT school community. Central to the BVT progressive discipline approach is the understanding that the disciplinary process is a dimension of the learning environment within our school. It is everyone’s responsibility to act respectfully, to model exemplary behaviors, and to challenge offensive behaviors when they occur.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Round table discussions are gatherings of target(s), aggressor(s) and their parents/guardians with the principal and/or his designee, select school personnel, and the school resource officer to address bullying and cyberbullying incidents with the purpose of de-escalation of the situation and prevention of further incidents. Participation by target(s) is voluntary.

Staff includes, but is not limited to, the following: educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Student on Student Disrespect is a single incident of disrespect (e.g. name calling, using profanity, pushing/shoving) that occurs between two or more students. This type of incident does not create a consistently hostile environment or power imbalance in and of itself. Repeated incidents of student on student disrespect between the same students could be deemed as bullying.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.
FIGHTING, BULLYING, ABUSIVE BEHAVIOR OR DISCRIMINATION
Fights, bullying, and abusive or discriminatory behavior toward another student will result in an administrative response consistent with due process and the Guide to Progressive Discipline. Any behavior that has criminal implications will be reported to the police. Students may be disciplined for these behaviors that occur outside of school when the incident(s) adversely affects school order or instruction for any student or when there is a clear nexus between the behavior outside of school and the school. Students who encourage or incite other students to engage in these behaviors may be subject to an administrative response consistent with due process and the Guide to Progressive Discipline.

CRIMINAL HARASSMENT (M.G.L. c. 265, section 43A)

a) Whoever willfully and maliciously engages in a knowing pattern of conduct or series of acts over a period of time directed at a specific person, which seriously alarms that person and would cause a reasonable person to suffer substantial emotional distress, shall be guilty of the crime of criminal harassment and shall be punished by imprisonment in a house of correction for not more than two and one-half years or by a fine of not more than $1000, or by both such fine and imprisonment. Such conduct or acts described in this paragraph shall include, but not be limited to, conduct or acts conducted by mail or by use of a telephonic or telecommunication device including, but not limited to, electronic mail, internet communications or facsimile communications.

b) Whoever, after having been convicted of the crime of criminal harassment, commits a second of subsequent such crime, or whoever commits the crime of criminal harassment having previously been convicted of a violations of section 43, shall be punished by imprisonment in a house of correction for not more than two and one-half years or by imprisonment in the state prison for not more than ten years.

SEXUAL HARASSMENT
Sexual harassment is defined as unwanted, sexual attention from peers, subordinates, supervisors, customers or anyone the victim may interact with in order to fulfill job or school-related duties. The harassment may be verbal or physical in nature and may be directed at either males or females.

Information, counseling or complaints relating to this form of harassment should be referred to the Assistant Superintendent/Principal (See Grievance Procedure). In accordance with this, students engaging in such activity will be subject to disciplinary action.

Under certain circumstances, sexual harassment may constitute child abuse under Mass. Law, G.L. c. 119 - 51A. Blackstone Valley Regional Vocational Technical High School shall comply with Massachusetts laws in reporting suspected cases of child abuse.

TEEN DATING VIOLENCE PREVENTION
Teen dating violence prevention (TDVP) is designed to de-escalate the incidents of interpersonal violence and harassment. Through education, sound implementation, and effecting swift and consistent resolutions, attitudes and behaviors can be changed. Ultimately, the pattern of coercive control, that one person exercises over another, can be broken.

GUIDELINES (TDVP)
Areas of school responsibility are:
- To promote and maintain a school environment free from harassment.
- Educate all students about what harassment is and their responsibilities under law and the
regulations of Blackstone Valley Tech.

- Intervene and respond appropriately when acts of harassment or unwanted behaviors are observed, reported, or disclosed;
- Implement a continuous schedule of programs to heighten awareness to reduce the incidents of harassing behaviors.

DISCIPLINARY ACTION STATEMENT (TDVP)
Blackstone Valley Tech administration will decide upon the disciplinary action that is appropriate as defined in the Guide to Progressive Discipline.

HAZING
MGL Chapter 269 (Sections 17 - 19) prohibits the practice of hazing. A copy of the law is provided to each student at the beginning of each school year in their school information packet. The copy which the students receive defines hazing and addresses the failure to report hazing. These copies are also issued to every student group, student team or student organization which is part of the BVT School District.

Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

STUDENT BASED COMPLAINTS AND GRIEVANCES
The BVT School Committee recognizes that there may be conditions in the school system that are in need of improvements and that students should have some means by which their concerns may be effectively expressed, considered, and dealt with fairly. Such means, if well-conceived and understood in advance, can do much to maintain harmonious relationships among the schools and
the students and community.

The traditional "open door" policy in the public school system will be continued. Students—and their parents and/or guardians—who believe that the students have received unfair treatment in the form of disciplinary action will have the right to appeal. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings and reviews of student grievances. In general, appeals procedures will begin with the authority imposing the penalty (for example, Assistant Superintendent-Director/Principal or teacher) and may ultimately be referred to the Superintendent-Director and on to the School Committee, which possesses the ultimate authority for discipline in the school system. Every attempt will be made to seek a satisfactory solution to any legitimate grievance in a friendly and informal manner. In order to keep such discussions within a practical size, no more than six student representatives will be permitted to participate with the Assistant Superintendent-Director/Principal, staff members, or School Committee members who may be involved.

**Student Standards for Simulation in the Clinical Resource Center**

**Simulation:**
Defined: Simulation is a near representation of actual life events. Simulation in the clinical resource center allows the students to practice real life patient situations without risk of harm to the patient. Simulation is most useful when real experiences can be costly in terms of human consequences. (Billings and Halstead, 1998, p. 298).

**Clinical Resource Center:**
Defined: Clinical Resource Center is the multimedia environment where student nurses have access use to computer-assisted technology, manikins, nursing equipment and human simulation models to practice and demonstrate problem solving and critical thinking skills.

The clinical resource center is an environment where students can practice and demonstrate competency in program objectives from the beginning Term I skills to more complex problems and skills performed in Term III, including the application of nursing process, critical thinking skills, ethical and legal practice, and performance of nursing skills safely.

**Insight after Action:**
Defined: An opportunity for students to evaluate their own performance and that of their peers through self- and group critiques. Sometimes referred to as “debriefing;” Insight after Action should be led by the faculty to keep it constructive, reflective and supportive with a focus on sharing skills and experiences (Nunn, 2004,)

**Student Responsibilities:**
Consider the lab experience the same as you would your client assignment in the clinical setting. Unless otherwise stated, specific lab scenarios will be considered clinical days and will require that students come to the clinical resource center in uniform and with all necessary clinical equipment (including but not limited to Student ID, clinical worksheet, patient assessment tools, concept maps, nursing lab bag, lab coat). Preparation for simulation would be as for clinical day: requiring a review of procedures and preparation of a patient care plan/map.
During Human Patient Simulation, students will show respect to the client and co-workers during practice. You will leave the client care area as you would at the end of the clinical day, with supplies restocked, organized and carefully put away.

Some simulations may be considered confidential and your faculty may ask that you not discuss outside your group. Individual student performance will not be discussed among other students except in the professional setting of scenario debriefing.

Discuss with faculty’s possible clinical experiences that could be recreated in the clinical resource center as a review.

Evaluation is always important to any learning experience. Your faculty will inform you what the goals and objectives are for each activity. You will have the opportunity to evaluate your own performance.

Insight after Action
Share ideas
Respectful when criticism is offered. Offer criticism in a respectful way
Students will be asked to complete a brief evaluation at the completion of each simulation experience.

**STUDENT IDENTIFICATION BADGES**
All students and faculty will be issued identification badges (I.D.) at the beginning of each school year. Badges are to be visible at all times during the school day and during school-sponsored trips. Exceptions will be allowed within the shop setting only. Practical nursing students are required to wear their school I.D. badges to all clinical agencies. Students who do not have an I.D. badge at the clinical setting are to be sent home. Lost I.D. badges must be reported to the PN Office. A $3.00 fee will be charged for replacing an I.D. badge.

**CELL PHONES, CAMERAS AND ELECTRONICS**
During school, cell phones must be on courtesy mode (meaning on silent or vibrate) and stowed in school bag. Cell phones can only be out during dinner break and the evening break. Cell phone use in transition between classes is not allowed. Cell phones can only be used in the classroom area during the specified periods. Students may not carry their cell phones in their pockets during clinical. Cell phones in clinical should be on courtesy mode (meaning on silent or vibrate) and stowed in school bag. Students will follow the cell phone policy for all assigned clinical agencies. Cell phones that are heard during class time may result in a written Professional Warning. Cell phones heard during an examination or quiz may result in a written warning and a 5-point deduction from quiz or exam grades.

Family members should be aware that it is inappropriate to contact a student nurse in the clinical setting except in an emergency. Family members should have access to student’s classroom and clinical schedules. If a family member needs to contact a student, and is unable to wait until the end of his/her assigned shift because of an emergency, they will need to speak to the faculty on the floor the student is assigned and a message will be relayed to the student.
Using cameras, cell phones, or any other means to upload and post images of Program documents, including but not limited to take home exams, practice exams, and/or take home assignments, is strictly prohibited and may result in dismissal from the program.

SOCIAL MEDIA
Protect patient privacy: Students may not take pictures of patients. Healthcare data that identifies a patient is not to be removed, or transmitted from the clinical site. Patient care and/or information may not be discussed on social media in any form. Lab values and other assessments may be recorded as long as no patient names or identifying numbers are connected to the data.

Professional conduct: Students are not permitted to engage in personal business while performing as a clinical student without faculty permission. This includes voice calls, texting, or Internet browsing for nonclinical information.

Professional conduct: All nursing students are required to maintain client privacy according to agency, school, state and federal laws and policies. A student may be dismissed from the nursing program at any time if found to use social media to post a personal discussion concerning patients or residents.

Massachusetts Board of Registration in Nursing – July 2012: Use of Social and Electronic Media by Nurses
Web-based communication platforms and applications such as email, text messaging, personal blogs, online chat rooms, networking forums, and photo and video-sharing sites are playing an increasingly prominent role in health care (1, 2). Nurses and other health care providers as well as health care organizations and professional nursing associations use Facebook®, MySpace®, LinkedIn®, Twitter and other forms of social and electronic media to promote patient and consumer health and education, enhance communication with patients, foster collaborative relationships and facilitate continuing professional education (1, 2, 3 and 5).

Social and electronic media venues are also used by nurses to share challenging or emotional workplace experiences, to encourage and support colleagues, and to seek advice from what can ultimately be a wide ranging audience of Internet users (2). However, the inappropriate or malicious use of social and electronic media venues poses a risk to patient safety and can negatively impact the effectiveness of the health care team (1, 2, 6 and 7).

When using any type of social and electronic media, whether for a professional or personal purpose, every nurse licensed by the Massachusetts Board of Registration in Nursing (Board) must consider professional practice concepts that include, but are not limited to: privacy, confidentiality, dignity, respect, professional boundaries and trust of the profession. The Board reminds all licensed nurses that they should be aware of, and consider and comply with the Board’s regulations whenever using social and electronic media. These regulations require a nurse to:

- safeguard a patient’s dignity and right to privacy (244 CMR 9.03 [17]: Patient Dignity and Privacy);
safeguard patient information from any person or entity, or both, not entitled to such information and to share appropriate information only as required by law or for the protection of the patient (244 CMR 9.03 [16]: Patient Confidential Information);

establish and observe professional boundaries with respect to any patient with whom he or she has a nurse/patient relationship and to continue to observe professional boundaries with his or her former patients who may be vulnerable by virtue of emotional status, age, illness, or cognitive ability (244 CMR 9.03 [24]: Professional Boundaries);

comply with M.G.L. c. 112, §§ 74 through 81C, as well as with any other laws and regulations related to licensure and practice. This includes the Health Insurance Portability and Accountability Act (HIPAA) and the Massachusetts Fair Information Practices Act (FIPA) and their corresponding regulations as applicable to health care providers and other federal and state laws concerning the protection of confidential or personal information (244 CMR 9.03 [6]: Compliance with Laws and Regulations Related to Nursing);

engage in the practice of nursing in accordance with accepted standards of practice (244 CMR 9.03 [5]: Adherence to Standards of Nursing Practice); and

be responsible and accountable for his or her nursing judgments, actions, and competency (244 CMR 9.03 [9]: Responsibility and Accountability).

In addition, other applicable Board regulations specify that a licensed nurse will not:

abuse, neglect, mistreat, abandon, or otherwise harm a patient (244 CMR 9.03 [15]: Patient Abuse, Neglect, Mistreatment, Abandonment, or Other Harm);

have sexual contact with any patient with whom he or she has a nurse/patient relationship or with any former patient who may be vulnerable by virtue of emotional status, age, illness, or cognitive ability (244 CMR 9.03 [23]: Sexual Contact); and

initiate or maintain a nurse/patient relationship that is likely to adversely affect the nurse’s professional judgment (244 CMR 9.03 [25]: Relationship Affecting Professional Judgment).

To assist nurses in appropriately using social and electronic media, the National Council of State Boards of Nursing, in its White Paper: A Nurse’s Guide to the Use of Social Media (2011), has identified the following guidelines:

First and foremost, nurses must recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.

Nurses are strictly prohibited from transmitting by way of any electronic media any patient-related image. In addition, nurses are restricted from transmitting any information that may be reasonably anticipated to violate patient rights to confidentiality or privacy, or otherwise degrade or embarrass the patient.

Do not share, post or otherwise disseminate any information, including images, about a patient or information gained in the nurse-patient relationship with anyone unless there is a patient care related need to disclose the information or other legal obligation to do so.

Do not identify patients by name or post or publish information that may lead to the identification of a patient. Limiting access to postings through privacy settings is not sufficient to ensure privacy.
• Do not refer to patients in a disparaging manner, even if the patient is not identified.
• Do not take photos or videos of patients on personal devices, including cell phones. Follow employer policies for taking photographs or video of patients for treatment or other legitimate purposes using employer-provided devices.
• Maintain professional boundaries in the use of electronic media. Like in-person relationships, the nurse has the obligation to establish, communicate and enforce professional boundaries with patients in the online environment. Use caution when having online social contact with patients or former patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship. The fact that a patient may initiate contact with the nurse does not permit the nurse to engage in a personal relationship with the patient.
• Consult employer policies or an appropriate leader within the organization for guidance regarding work related postings.
• Promptly report any identified breach of confidentiality or privacy.
• Be aware of and comply with employer policies regarding use of employer-owned computers, cameras and other electronic devices and use of personal devices in the workplace.
• Do not make disparaging remarks about employers or co-workers. Do not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments.
• Do not post content or otherwise speak on behalf of the employer unless authorized to do so and follow all applicable policies of the employer.

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References:

All students must adhere to the Social Media policy and the Massachusetts Board of Registration in Nursing – July 2012: Use of Social Media and Electronic Media by Nurses.
Any information posted on any social media or networking site is a breach of professional conduct which may result in disciplinary action up to and including dismissal from the PNP.

**DRESS CODE**
Students will follow the dress code and clinical attire prescribed by the practical nurse program and affiliating clinical agencies.

**Uniforms:**
- The clinical uniform will be worn at all times when representing Blackstone Valley Regional Vocational Technical High School Practical Nursing Program.
- Uniforms will be clean, pressed and worn with the school identification badge.
- White socks and/or hose and white leather shoes are required. Open-toe shoes are not allowed.
- No open toe shoes allowed in the classroom and in the nursing lab should be safe for nursing lab practice.
- Undergarments are not to be visible through the school uniform. Only white or purple long sleeve shirt may be worn under uniform. No colored undergarments other than white or neutral color.
- If uniforms become faded and/or discolored, a student may be required to purchase additional replacement uniforms.
- Sweaters may not be worn in the clinical setting.
- Lab jackets are to be worn when outside the patient care areas.
- Absolutely no chewing gum and/or chewing tobacco is allowed while in uniform.
- While in the classroom students will adhere to the dress policy of the Blackstone Valley Regional Vocational Technical High School. Additionally, street clothes worn in the classroom will be conservative.
- Students are expected to participate in lab practice: therefore, short skirts, short shorts, tank tops, hoodies, sweats, and hats are not appropriate.
- Clothing resembling sleepwear will not be allowed.

A Blackstone Valley Regional Vocational Technical High School Practical Nursing Program student nurse uniform is representative of the practical nursing program. As such, it cannot be worn while at a workplace other than a clinical assignment. Should a student withdraw or be dismissed from the program, the uniform patch or any identification that suggests a connection with the BVRVTHS Practical Nursing Program must be removed if the uniform is worn.

**Equipment:**
Student will arrive prepared for clinical with I.D. badge, bandage scissors, pen, penlight, stethoscope, blood pressure cuff, calculator, Kelly clamp, watch, gait belt, clinical paper work and term care plan.

**Hair:**
- Hair should be neat, clean and off the collar with no hair hanging over the eyes.
- Hair should be tied back, no loose strands, and secured.
• Facial hair should be short and neatly trimmed.
• Excessive or extreme makeup is not allowed.

**Jewelry:**
• The only jewelry allowed in clinical is a simple wedding band, and an appropriate timepiece with a second hand. All watches must have a second hand. Digital or all other types of watches are not allowed.
• Wrist watches that are heavy or more jewelry in nature are not allowed.
• One pair of stud earrings is permissible. Based on safety concerns, dangling hoops, clip-on earrings, wrist or neck jewelry are not be allowed.
• Any raised jewelry that may cause harm to the client or the student will be removed during clinical.

**Piercings:**
• Visible facial piercings are not allowed.
• Tongue piercings are not allowed.

**Nails:**
Based on recommendations from Association of Peri-Operative Registered Nurses (AORN), Joint Commission National Patient Safety Goals recommendations and the Center for Disease Control, the student will adhere to this program’s polices and affiliating clinical agencies regarding nails and nail polish:

• Fingernails should be kept short, clean, healthy natural nails tips less than 1/4-inch long.
• If nail polish is worn, it should be a clear or neutral color and not be worn for more than 4 days.
• At the end of 4 days, nail polish should be removed and freshly reapplied.
• Artificial nails are not allowed.

**Fragrances:**
Fragrances can be an airway irritant; for the client, staff and classmates’ safety, heavy perfumes, aftershaves, scents are not allowed in the classroom or clinical setting.
A student may be dismissed from the clinical setting and the day recorded as absent if a strong fragrance is detected by an faculty or staff member.

**Tattoos:**
Students will follow the policies of affiliating clinical agencies for visible tattoos.

**ACADEMIC HONESTY AND CIVILITY**

The honor code requires a student to act honorably during every aspect of school activities. Students are required to sign the Academic Honesty Pledge upon receipt of the PN Student Handbook and each course syllabi.

The academic honesty pledge includes every quiz, exam, assignment and computerized assessment that is part of the program requirements. The honor codes extend beyond academic honesty to include lying, stealing, breaking ones word of honor under any circumstances. Students are
expected to assume the responsibility for the honor code in respect to themselves, fellow students, faculty and the school. Violation of the honor code will result in dismissal from the program with loss of any tuition.

**Academic Honesty Pledge:**

“I pledge upon my honor that I will not give or receive unauthorized aid in completing assigned work to meet program requirements, nor will I present someone else’s work as my own. My performance throughout the program is reflective of my own preparation and work. I take full responsibilities for my actions.”

**Civility**

BVT PN Students are expected to adhere to common set of ethical standards and principles. All students are required to follow the definition of civility as defined by authentic respect for others required time, presence, engagement, and intention to seek common ground. Civil behavior that show respect towards another person, make that person feel valued and contributes to mutual respect, effective communication and team collaboration (definition adapted from ANA, *Civility starts with you.*

Be a model of civil and ethical behavior in the classroom, on campus, and during all interactions with fellow students, faculty, staff and clinical affiliates is included, and not limited to:

- Offer help to others as appropriate.
- Observe all course attendance policies. Students will attend class, arrive on time, and stay for the required time period. If a student misses a class, arrive late, or leave early, he/she will contact the Faculty and/or PNP Office before the occurrence.
- Maintain professional appearance in the clinical setting and during campus activities.
- Use “polite” language (such as “please”, “thank you”, etc.).
- Address all faculty, administrators, and adult patients by their title and surname (i.e. Mr., Ms., etc.).
- Demonstrate respect for all persons through the following:
  - Using helpful, not hurtful language;
  - Maintaining an appropriate voice tone and volume;
  - Discussing policies, ideas, and issues, not people;
  - Not participating in any way in the harassment, defamation, or disrespect of a student, faculty, clinical preceptor, program director, or administrator.
- Be part of the “solution”, not the problem.
- Speak to others as you, the student, would want to be spoken to and more specifically as follows:
  - Ensuring clear communication during a discussion;
  - Maintaining a civil tone. Students are to use assertiveness, not aggressive communication skills;
  - Engaging in professional use of email and other written communication;
  - Not monopolizing conversations and giving others an opportunity to speak and express their views.
  - Utilize appropriate channels of communication if questions or concerns arise.
• Value and respect the differences in others and reject discrimination and prejudice.
• Protect confidentiality of fellow students and patients. Confidential information should not be shared for any reason and to share this information is considered a serious breach of ethics. Patient information must only be shared within the confines of appropriate clinical practice and in accordance with the current HIPAA regulation.
• Protect confidentiality of proprietary information, records, and data. In addition, the student will adhere to any confidentiality agreements in the clinical setting.
• Facilitate a safe environment in the classroom and during meetings with fellow students and faculty/staff where ideas can be shared honestly, openly, and respectfully. Attribute work and ideas appropriately and refrain from plagiarism. Respect physical property in the classroom, on campus, and in clinical settings.
• Express disagreement or dissatisfaction with respect and in a manner that is free from emotion. A student’s words and actions will:
  • Promote dispute resolution;
  • Arrive at consensus if possible.
  • Accept constructive criticism as follows:
    • Be attentive and listen before responding;
    • Provide counter comments that are free of a defensive attitude.
  • Follow formal meeting procedures if appropriate for the situation and if requested by the facilitator.

Students will be held accountable when these guidelines are not followed. Understand that, in addition to formal consequences of noncompliance, that failure to follow this policy contributes to the breakdown of the ethical and value-based framework that supports our work as learners and our future as healthcare professionals.

Failure to follow the expectations of the Civility Policy may result in disciplinary action including program dismissal as outlined this Student Handbook:

PLAGIARISM AND CHEATING
In general, plagiarism is defined as the presentation of someone else’s work in whatever form – copyrighted material, notes, film, artwork, reports, statistics, bibliographies, and the like as one’s own, and failing to acknowledge the true source. Quoting word for word, or almost so, or taking other ideas and passing them off as one’s own constitutes plagiarism. In practical terms, plagiarism could include: buying a term paper, or copying another person’s paper, even if she or he gives you permission.

Cutting and pasting information from the Internet into your own paper without properly identifying it as a quotation and properly attributing the source.

Using someone else’s concept and presenting it as if it is your own original creativity, without acknowledging the source of the idea. While some acts of plagiarism are obvious attempts to deceive, like buying or using another’s assignment, others result from sloppy work or failure to follow instructions acknowledging or crediting a source.
Paraphrasing is summarizing a source so that you have rewritten the material in your own words but maintained the original author’s ideas. When you paraphrase, you do not need to put the words in quotation marks, but you do need to properly attribute the original source. Paraphrasing does not mean simply changing one or two words, or leaving out a sentence, while the rest remains the same. Even if you identify the original author, but have used faulty paraphrasing that retains too much of the original, the result is inadvertent plagiarism.

Cheating is defined as the giving or attempting to give or receive unauthorized information or assistance during an examination or completing assigned projects.

If a student is unclear as to their actions in completing any assignment constitutes plagiarism or cheating, he or she should consult with their faculty prior to submitting work. Plagiarism and cheating are serious breaches of academic honesty and just cause of dismissal from the program.

While being tested an faculty has the authority to:
- Verify student by identification badge
- Request a student(s) change seats
- Remove student(s) from the test area
- Replace the present test with a new test
- Change the testing times

Faculty will consult with the Program Coordinator if they believe a violation or misconduct has occurred. A student will have an opportunity to meet with the faculty and the Program Coordinator. If the Program Coordinator determines that cheating or plagiarism has occurred, a penalty will be assigned based on the level of the offense. Penalties may take the form of the following sanctions with no opportunity for makeup.

- The grade of 0 for the work assignment in question
- The grade of 0 for the exam in question
- The grade of 0 for the course
- Potential Dismissal from the program

**QUIZ/EXAM ADMINISTRATION POLICY**

- One (1) or two (2) pencils or pens will be allowed on the student desk
- Book bags, purses will be closed and secured. Purses and money holders that cannot be secured in a pocket may be brought into a testing classroom. These items will be stored on the faculty desk and gathered at the end of the exam.
- Faculty can assign seating for all quizzes and exams
- Scrap paper will be distributed, as needed, at the start and must be passed in to the faculty at the end of the exam
- Basic calculators will be provided by faculty’s if needed for an exam. Students may not use their own calculators.
- Besides water, no eating or drinking is allowed during an exam. No water when computers are used.
- Bathroom trips are generally not allowed.
• Quizzes and/or exams may be timed.
• No computer watches of any type will be worn during an exam.

A student leaving the testing area may not return. Students are advised to carefully listen to exam instructions, be clear of the instructions, and check their work for completion before leaving the testing area. Incomplete or missed work will be graded as incorrect answers. Students arriving late for an exam will enter the back of the classroom, and be given the exam without allowance for extra time. If a student is late by 10 minutes or more: the student will not be allowed to take the exam that day and will have to adhere to the make-up times and policy for the exam.

HEALTH INSURANCE
All students are required to maintain health insurance coverage while enrolled in the Practical Nursing Program. Students are financially responsible for any medical expenses resulting from illness or injury during the program. Proof of insurance is a condition of acceptance into the Practical Nursing Program.

LIABILITY INSURANCE
A Professional Practice Liability Policy must be purchased prior to the start of the program, and maintained through the duration of the program. Liability Insurance is a condition of acceptance into the BVRVTHS –PNP. This policy may be purchased through a known agency to Blackstone Valley Regional Vocational Technical High School, or from another agency offering a plan of equal or increased coverage. Applications for Liability Insurance will be distributed to students at New Student Orientation. Proof of Liability Insurance is due, 3 weeks prior to beginning the first term and again at the start of Term III.

Proof of student nurse liability policy which must be maintained for the entire program length. Students will not be permitted to continue in the program without proof of Liability Insurance. Failure to acquire and maintain liability insurance for the duration of the program will result in dismissal from the program.

HEALTH RECORDS
These documents must be provided upon notification of acceptance into the practical nursing program, and must be received by the nursing program 3 weeks prior to beginning the first term. Failure to submit these documents within the stated period will result in the candidate being removed from the program and the next qualified candidate offered acceptance into the practical nursing program.

Health Requirements: Proof of immunity according to the Department of Public Health (DPH) requirements:

• Hepatitis B titer or series of three vaccinations with titer.
• MMR proof of two doses,
• Tdap (tetanus toxoid and pertussis within 10 years),
• Negative TB testing following two -step guidelines.
• Varicella- proof of two doses, flu vaccine (seasonal).
• Proof of physical exam within one year of the program start date. Download Health Form
• Proof of student nurse liability policy which must be maintained for the entire program length.
• Proof of current CPR (Healthcare Provider and AED) Certification, (America Heart Association, or the American Red Cross,) which must be maintained for the entire program length.

All Health records must be maintained for the duration of the program.

All students are responsibility to maintain their health records for the duration of the program.

Failure to be out of compliance with health records may result being unable to attend class or clinical.

BOOKS
The students may purchase text books directly from the provider company.

PARKING
Students are not allowed to park vehicles on school property unless they have been issued a parking permit. Practical Nursing Students are subject to the student parking polices of the school. Parking permits will be issued to a student as an individual conditional privilege. Retention of the conditional privilege is dependent upon each student's complete and total adherence to school rules and regulations. Revocation will occur automatically whenever rules pertaining to parking permits are violated in any way whatsoever.

Any member of the administration staff may revoke a permit. There should be no expectation of privacy relative to vehicles parked on school property. Students must apply for a parking permit through the practical nursing program administrative secretary. Parked vehicles must be locked at all times.

Upon arrival to school, students are to enter school through the rear of the building. The rear door will be unlocked from 3:00 p.m. - 4:00 p.m. After that time the student must arrive in the front of the building. Propping the rear door for another student is not allowed. Parking is located behind the school near the 300 wing.

TRANSPORTATION
Students are responsible for transportation to and from the clinical sites as well as any parking fees. Student may be subject to mandatory carpooling at specific clinical sites.

ALCOHOL, TOBACCO AND OTHER DRUG USE BY STUDENTS PROHIBITED
A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. The School Committee prohibits the possession, use, or consumption by students of alcohol, tobacco products, or drugs on school property or at any school function. This includes any paraphernalia associated with the items discussed above. Additionally, any student, regardless of age, who is under the influence of drugs or alcoholic beverages prior to, or during, attendance at, or participation in, a school-sponsored activity, will be barred from that activity and subject to disciplinary action.
Any nursing student found smoking, use of drugs or alcohol on school property or at any off site school sponsored activity. may be dismissed from the program and forfeit all tuition.

Any student reporting to a clinical agency and found to have tobacco odor on uniform, clothing, or hair, by a clinical faculty or agency staff, will receive a written warning, and will be sent home. The day will be considered a clinical absence.

In the clinical setting, a student suspected of alcohol or any other controlled substance use will be removed from their patient assignment, by their faculty, and will leave the area in a quiet and professional manner. If necessary, faculty may notify agency security staff or administrator on duty, while the student makes arrangements for transportation home. The student may not drive themselves home. If the student refuses to do this, the local police will be notified.

The student may request a meeting with the Program Coordinator and faculty to determine the next course of action. Pending the outcome of that meeting, a student may withdraw or be dismissed from the program.

**STUDENT SERVICES**

**TUTORING SESSIONS**
Students are encouraged to seek faculty for additional help or direction. All faculty are available for extra help sessions before school and on non-school days. Students must complete an Afterschool Appointment Form and submit to the faculty assigned for the course or the Program Coordinator. The Afterschool Appointment Form includes the date and time you wish to meet with the faculty and for specific reason. This assists the faculty in meeting your needs.

Students are to make arrangements with faculty for tutoring sessions. Students may ask any faculty for assistance; however, if you have a specific question regarding a course you are advised to seek the faculty assigned to that course for questions.

**GUIDANCE**

The post-secondary guidance counselor is available to meet with students on a mutually agreed upon date and time. A student who feels in need of guidance may consult the Program Coordinator or any of the faculty’s in the Practical Nurse Program. If a student prefers, an appointment may be made with the post-secondary guidance counselor. The post-secondary guidance counselor may assist the practical nursing students with strategies to maintain academic success, career counseling, and suggestions for contacting outside agencies. The post-secondary counselor will meet with the student at a mutually agreed upon time, by appointment.

**FACULTY ADVISOR**
Each Practical Nursing student will be assigned a faculty advisor. Faculty advisors can offer assistance with academic and clinical concerns, career plans, NCLEX-PN preparation, and other issues that may occur during the program. Students should plan on meeting with their advisor minimally before midterm and at the end of the term. Students should make an appointment with their advisor using the advisor’s assigned email address, or by a note in the assigned faculty
mailbox. Students with an emergent issue should contact the Program Coordinator by calling into the practical nursing office, or by email.

**PLACEMENT ASSISTANCE**

Employment opportunities may become available within the community either before or after graduation. Faculty advisors can offer assistance in career plans, resumes, interviewing process and transitioning to the role of a nurse. Employment opportunities are posted on the Career Placement bulletin board located outside the Program Coordinator’s office, during class hours or via email. There is a Practical Nursing Student Career Center Information Binder located in the Resource Center in Health Services. Be advised that placement assistance does not guarantee job placement or employment.

**LIBRARY/MEDIA AND RESOURCE CENTER ACCESS**

The PN Program has its own Resource Center within and accessible to PN students in Health Services class rooms which is available and accessible during class and lab sessions. The resource materials can be signed out by students. Any lost materials will be the responsibility of the student. In order for a student to be eligible for graduation, the resource materials must be return or replaced.

The BVT Library Media Center will be open for use from 7:45 am to 3:00 pm. The BVT Library Media Center has District Town Library Links. The BVT Library Media Center is open for use to all Practical Nursing Students. All students are provided a laptop to be used on site with ID and password to be accessible to the library. By his/her own devices with the same ID and pass word, students can access the BVT Library Media Center off site.

There is online access through on the BVT website with Alexandria Center Catalog: Media Center Online Subscription Databases such as EBSCO Research Database, ABC-Clio Social Studies Database, and Newsbank Access World News available and accessible to PN students.

**STUDENT GOVERNANCE**

**STUDENT BY-LAWS**

A Student Association of the Blackstone Valley Regional Vocational Technical High School Practical Nursing Program exists and a copy of its by-laws are available to each student as a written documents, as well as on the program Moodle platform under Student News.

The purpose of the class organization is to provide for all students to participate in:

1. School activities that concern the entire student body.
2. Program activities which are of concern to class.

**BY-LAWS**

Article I. Officers of Each Class and Election

Section I. Officers of the Student Association, class division, shall be President, Vice-President, Treasurer, Secretary, and student representative to faculty committee, and student representative to advisory committee.
Section II. The Practical Nursing class shall elect officers during the first term of school.

Section III. Nominations for offices shall be conducted according to a procedure established by the class. A nomination committee will be appointed for the sole purpose of assisting with candidate selection.

Section IV. Voting shall be by written ballot.

Section V. Newly elected officers shall take office upon election.

Section VI. The term of office shall be for the duration of the 60 week program.

**Article II. Duties of Officers**

Section I. President

1. Schedule all class meetings.
2. Prepare agenda for all class meetings.
3. Preside at all class meetings.
4. Delegate duties
5. Shall appoint members to all standing committees

Section II. Vice President

1. Assume the President’s duties in his/her absence.
2. Carry out activities as may be delegated by the President.

Section III. Treasurer

1. Responsible for collection of class dues and payments of bills.
2. Open a bank account for the Practical Nursing Class of __ (year) __.
3. Maintain an accurate account of receipts and disbursements to report at every meeting.
4. Submit an oral report at each class meeting and post within seven days after the meeting to the President of the class, and class members.

Section IV. Secretary

1. Notify members of meetings.
2. Keep minutes to every meeting and report at next meeting.
3. Forward minutes to the faculty.
4. Submit a written report and post within 7 days after the class meeting.
5. Act as correspondence secretary.

Section V. Student representative to Practical Nursing Faculty Committee

1. Attend monthly Practical Nursing Faculty Committee meetings.
2. Present student concerns to faculty.
3. Report to the class issues discussed at Faculty meetings.

Section VI. Student Representative to Practical Nursing Advisory Committee

1. Elect (2) two members to attend Practical Nursing Advisory Meetings.
2. Present student suggestions and/or requests to the Practical Nursing committee and evaluate the strengths and/or weaknesses of the Practical Nursing Program.
3. Report to the issues discussed at Practical Nursing Advisory Meetings.

**Article III. Dues and Standing Committees**
Section I. Dues are assessed as determined by each class. Once dues are assessed payment is required to be eligible to receive a certificate of graduation. Any expenditure of class funds requires a class vote.

Section II. Standing Committees include:

- Fundraising Committee
- Yearbook Committee
- Class dinner Committee
- Class gift Committee
- Graduation Committee

TUITION

ACCEPTABLE METHODS OF PAYMENT

Forms of payment include: cash, certified check or money order or via online payment center located on the Blackstone Valley Tech’s website.


Payment by cash can be made in the Business Office, Monday through Friday, between the hours of 8:30 AM to 3:00 PM.

No personal checks accepted.

Tuition, seat registration and other fees can be made by certified check or money order in the Business Office, Monday through Friday, between the hours of 8:30 AM to 3:00 PM.

Tuition and seat registration and other fees can also be made online via the online payment center link on Valley Tech’s website at http://www.valleylech.k12.ma.us - Online payments allow for ACH, MasterCard or Discover transactions. Please note there is a processing fee for online payments.

Payments must accompany the registration form or any other pertinent forms.

Payment by certified check or money order can be mailed and must accompany the registration form or any other pertinent forms.

Please mail forms and payment to:
Blackstone Valley Regional Vocational Technical High School
Practical Nursing Program, Administrative Secretary, 65 Pleasant Street, Upton, Massachusetts 01568-1499

- A $300.00 non-refundable seat reservation fee is not part of the tuition and is payable within 10 business days of acceptance into the Program. Payment of this reservation fee ensures your seat in the practical nursing program for the upcoming semester.

- Tuition for the Practical Nursing program will be divided into two equal payments:
For students NOT eligible for Federal Financial Aid: The first tuition payment is due at least 15 working days prior to the start of the 1st semester (students cannot begin the program until this first payment has been made). The balance of the tuition is due by the last day of the first semester.

For students ELIGIBLE for Federal Financial Aid, the following formula will apply:

**Total Tuition Less Anticipated Financial Aid = Balance to be divided into two equal payments** (note, however, the first tuition payment requires a minimum payment of $1,500)

The first tuition payment is due at least 15 working days prior to the start of the 1st semester (students cannot begin the program until the first payment has is made). The balance of the tuition is due by the last day of the first semester.

NOTE: If anticipated financial aid is not realized due to a change in circumstance, the student will be responsible for any remaining tuition.

10-Month payment plans may be available through an agreement with the Blackstone Valley Vocational Regional School District’s Business Office. A fee will be assessed for this option.

- Non-payment of tuition in the stated period will jeopardize a student’s attendance in the program.

- Tuition and seat registration fees can be made by certified check or money order in the business office, Monday through Friday, between the hours of 8:30 AM to 3:00 PM.

- Tuition and seat registration fees can also be made online via the online payment center link on Valley Tech’s website at [http://www.valleytech.k12.ma.us](http://www.valleytech.k12.ma.us) - Online payments allow for ACH, MasterCard or Discover transactions. Please note there is a processing fee for online payments.

- Only the seat reservation fee can be paid by Visa or MasterCard in the business office, Monday through Friday, between the hours of 8:30 AM to 3:00 PM.

There will be additional expenses incurred by all students for items such as lab fees, textbooks, uniforms, nursing equipment, and licensure exam.

Tuition charges are subject to School Committee approval, State Revisions and data provided by the Department of Education. In order to qualify for in-district tuition, an applicant must be a resident of the district for at least six months prior to starting the program and must provide proof of residency by submitting a notarized form from the city/town clerk. In-district includes residents of Bellingham, Blackstone, Douglas, Grafton, Hopedale, Mendon, Milford, Millbury, Millville, Northbridge, Sutton, Upton, and Uxbridge.
TUITION FEDERAL REFUND RETURN POLICY

WITHDRAWAL – FINANCIAL AID RECIPIENTS
When a financial aid recipient withdraws or is dismissed from the program, Blackstone Valley Regional Vocational Technical High School (BVRVTHS) is required to apply a pro-rated reduction on the financial aid that has been awarded. This pro-ration is required to be in effect through the 60% point in the payment period.

Payment Period sample

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>0-450</th>
<th>451-900</th>
<th>901-1090</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% point in hours</td>
<td>270</td>
<td>721</td>
<td>1015</td>
</tr>
</tbody>
</table>

Up until the 60% point in the payment period, a student has only earned a percentage of the financial aid that had been awarded, based on the percentage of hours the student had attended. The result of this policy is that even if the student had a financial aid award that covered the institutional costs, the student may have a balance with BVRVTHS if he/she withdraws. If you have any questions regarding this regulation, please contact the Financial Aid Coordinator.

Department of Veterans Affairs Refund
The pro-rated refund policy meets the requirements of the Department of Veterans Affairs (DVA). Tuition and fees must be refunded on a pro-rated bases. The pro-rated amount represents the total of tuition and fees that are completed portion of the program bears the total length of the program. The financial aid coordinator will calculate the refund according to the pro-rated refund policy from the DVA.

Example would be: The tuition and fees for a student who has been enrolled for 90 days in the program is $1,000. A student withdraws after 85 days.
The formula is: 85 divided by 90 equals 94.4% of the program.
94.4% times $1,000 is $944. The refund in this example is $56.

FEDERAL TITLE IV FINANCIAL AID REFUND POLICY NOTICE TO STUDENTS
The following policy applies to Title IV financial aid recipients and this statement is made available via the student handbook:

If you withdraw during a payment period while enrolled in the BVRVTHS Practical Nursing Program, the school will follow this policy to determine the amount of Federal Title IV financial assistance you earned for your period of enrollment in the Program. This policy is separate from the school’s refund policy. The Title IV programs that are covered by this law are: Federal Pell Grants, Academic Competitiveness Grants, National SMART Grants, Stafford Loans, PLUS Loans.

When you withdraw during your payment period the Federal Title IV financial assistance that you have earned up to that point is determined by a specific formula. If you (or the Practical Nursing Program or your parent on your behalf) received less financial assistance than the amount that you earned, you may be able to receive those additional funds. If you received more financial assistance than you earned, the excess funds must be returned to U. S. Department of Education.

The amount of financial assistance that you have earned is determined on a prorate basis. For example, if you completed 30% of your payment period, you earn 30% of the financial assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period you earn all the
financial assistance that you were scheduled to receive for that period. If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, the BVRVTHS must get your permission before it can disburse them. BVRVTHS will automatically use all or a portion of your post-withdrawal disbursement of funds to satisfy any outstanding tuition, fees and standard charges (as contracted with the school). The school needs your permission to use the post-withdrawal grant disbursement for all other charges. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school. The school will return all funds it has received on your behalf that you have not earned under the federal formula. You will be responsible for returning funds that you have received directly from either the school or another organization. Any loan funds that you must return, you (or your parent for a PLUS loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time. Any amount of unearned grant funds that you must return is called an overpayment.

Any grant funds that you have received for indirect costs (transportation, living expenses, etc.) that you have not earned under the federal formula will have to be paid back to the U.S. Department of Education at no more that 50% or half of the grant funds you received or were scheduled to receive. You must make arrangements with BVRVTHS or the U.S. Department of Education to return the unearned grant funds.

The formula for the amount earned of your federal student assistance is different than the Blackstone Valley Refund Policy. Therefore, you may still owe funds to BVRVTHS to cover unpaid institutional charges. BVRVTHS may also charge you for any federal student financial assistance that the school was required to return. A copy of the Blackstone Valley Regional Vocational Technical School refund policy is available in the Practical Nursing Handbook.

Upon withdrawal, the school will provide to you (in writing) information on any adjustments to your financial aid for the period of enrollment covered by this policy, that have been made to your financial aid award as a result of this policy.

For information on the official requirements and procedures for withdrawing from the Practical Nursing Program, please contact the program coordinator. Academic policies governing withdrawals can be found in the Practical Nursing Handbook.

Students have the right to contact US Department of Education with any concerns. As of June 30, 2011 the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid on the web at www.studentaid.gov.

**FINANCIAL AID - SATISFACTORY ACADEMIC PROGRESS POLICY**

Federal regulations require BVRVTHS to establish and apply reasonable standards of satisfactory progress for the purpose of the receipt of financial assistance under the programs authorized by Title IV of the Higher Education Act.

In order to be making satisfactory academic progress toward a certificate, students must maintain specific grade averages and are expected to complete their program within 150% of the published length of the program. Satisfactory academic progress is measured at the end of each Term (note, a student must also be meeting satisfactory academic progress at the end of each payment period when federal financial aid is being requested for disbursement). In order to maintain satisfactory academic progress and advance to the next Term, a student must meet the following requirements:
1. A minimum grade of 76% in each course at the end of each Term and at the time financial assistance is being drawn down.
2. Successful completion of all clinical objectives presented at the beginning of each course.
3. Students receiving a failing grade in the theory component of a course with assigned clinical hours will automatically fail the clinical component. Students receiving a failing grade in the clinical component of a course with assigned clinical hours will automatically fail the theory component.
4. Students must meet attendance requirements to be eligible for promotion.

If a student is entitled to a refund of disbursed federal financial aid (occurs when the amount of federal financial aid a student has requested is in excess of his/her account balance with BVRVTHS) and is no longer meeting satisfactory academic progress, BVRVTHS will not refund the excess until the student is back in good academic standing or until the end of the payment period is reached (whichever occurs first).

If a student does not meet the above stated requirements, she/he will be dismissed from the program. Students will not be readmitted to the Program if dismissal was due to performing a civil/criminal act as outlined in the BVRVTHS Student Handbook policy (Mass General Laws (MGL) Chapter 71: Section 37H & 37H ½). A student dismissed from the practical nursing program for unsafe clinical practice or unethical behavior is not eligible for readmission.

A student may withdraw from the program at any time for personal reasons. It is the responsibility of the student to complete the withdrawal procedure. At the time of withdrawal the student is responsible for:

- Notifying the Program Coordinator immediately, both verbally and in writing of their withdrawal from the program
- Meet with the Program Coordinator
- Meet all financial obligations
- Complete required student financial aid exit counseling, if applicable
- Return all BVT properties not limited to ID badge and any books or multi-media items checked out of the library.
- A student may request to be considered for readmission under the readmission policy

Failure to complete the withdrawal procedure will result in an automatic recording of a failing grade in all courses in which the student is currently enrolled. At the end of the semester, the student will be dropped from the program and the student record noted accordingly. To be considered for readmission the withdrawal procedure must be completed.

**STUDENTS MAY BE READMITTED TO THE PROGRAM BASED ON THE FOLLOWING:**

Students may be readmitted to the program based on the following:

- Written petition to the coordinator of the PNP
- Space available in the program
- A faculty review of the student’s past performance in the program and activities since leaving the program.
- An interview with the program coordinator or faculty member
- Updated health records, one updated reference, and submit to a Criminal Offender Record Information Release (CORI), CPR certification.
- A written proposal indicating a detailed plan for successful completion of the program.
- Approval by the faculty committee.
Students will be reviewed at the general admissions meeting when all qualified applications are under consideration for acceptance to the next scheduled program. There will be only one opportunity for readmission.

When a student is re-admitted into the program, the student is placed on Financial Aid Probation. A student on probation is still eligible to receive financial aid, but if the student does not successfully complete their probationary term, the student will be denied financial aid. If a student successfully completes the probationary term, but still is not at a 66% completion rate, the student will be on Extended Probation. If the student does not successfully complete the Extended Probation Term, the student will be denied financial aid.

**TUITION POLICY FOR READMISSION**

Students accepted for readmission will be responsible for the entire tuition at the current rate set by the School Committee, as well as any fees.

**FINANCIAL AID APPEALS – CONDITIONS OF APPEAL**

When a student is denied financial aid due to not meeting the academic progress guidelines, the student may appeal this decision to the Financial Aid Director. The appeal must be in writing and must indicate the extenuating circumstances that caused him/her to not meet the minimum requirements, and also what the student is planning on doing differently in the future to improve their academic performance. The Financial Aid Director reviews the appeal and determines whether the student’s eligibility can be reinstated. If the appeal is approved, the student is placed on extended Financial Aid Probation. The student is advised, in writing, of the decision.

**DEFAULT**

A student will be in default if he/she fails to pay what he/she owes to BVRVTHS. If the Business Office at BVRVTHS refers your default to an attorney or collection agency for collection, the student will be responsible for paying the institutional costs of collection, whether or not a suit is brought. As the financial aid amounts are received, it will be credited to your account towards your outstanding balance.

**REFUND POLICY**

The following refund policy has been established and approved by the BVRVTHS District Committee. Please remember that the $300 non-refundable seat reservation fee is not part of the tuition.

**REFUND SCHEDULE:**

*After registration but:*

- before the first class, tuition refunded at 100%, less $100 for processing costs;
- during the first week of the program, 70% of tuition refunded;
- during the second and third week of the program, 30% of the tuition refunded;
- after the third week, tuition will not be refunded;

**Program Withdrawal or Dismissal Notification:**

The Financial Aid Office and Director of Business Operations are notified by the Program Coordinator within one week of a student officially withdrawing or from the date of determining a dismissal. Students receiving Title I80Federal Financial Assistance are subject to federal refund policy (R2T4). R2T4 calculations are completed within 45 days from the date of determination.
Student withdrawals and request for refunds must be made in writing and addressed to the Practical Nursing Program Coordinator and the Director of Business Operations. All refunds will be made within a 45 day period.

Please note: Regardless of any third-party payment, should this party withdraw or not make payment for any reason, the student is responsible for tuition and other expenses prior to graduation.

**EMPOWERED DIGITAL USE AND RESPONSIBILITY GUIDELINES**

BVT recognizes the need for students to be prepared to contribute and excel in a connected, global community. To that end, the district provides ongoing student instruction that develops digital citizenship skill sets for using technology as a tool. Information and communication technology are an integrated part of our curriculum across subjects and grades in developmentally appropriate ways. These are aligned with the Massachusetts Curriculum Frameworks and standards, including seeking knowledge and understanding; thinking critically and solving problems; listening, communicating, and interacting effectively while promoting student engagement and preparation for competing in a global environment. The following are guidelines and procedures to support empowered digital use and access to digital resources.

**RESPONSIBILITY OF USERS**

User includes anyone who uses the District’s computer resources at any time. Students will be supervised by a staff member when accessing District technology resources on site.

- All digital devices, software, and networks shall be used for educational purposes and activities. The use of student-owned personal technology equipment shall be at the discretion of supervising staff members. Users shall report inappropriate or wasteful use of technology immediately.
- Users will respect themselves and others when using technology.
- Users shall give acknowledgement to others for their ideas and work. Plagiarism and inappropriate use of copyrighted material, illegal downloading of any type including but not limited to graphic and music files is strictly prohibited. The District assumes no liability for such behavior since it has taken reasonable steps to adhere to all applicable copyright laws. All such liabilities rest solely with the abusing user.
- Users are required to have written permission from the Assistant Superintendent-Director/Principal or his/her designee and all students or staff involved in order to post or share work, images, and/or videos created on BVT property or at an off-site BVT-sponsored event.
- Users are expected to abide by all District policies when using District resources whether working at BVT or at an off-site location.

**Privacy**

- An individual’s personal information (including home/mobile phone numbers, mailing addresses, and passwords) and that of others shall be kept private. Student/Staff data will be protected and shared only with authorized personnel.
- Users should have no expectation of privacy using district technology resources or personal equipment connected to the district’s network. The district reserves the right to disclose any electronic message to law enforcement officials or third parties as
appropriate. All material that is electronically stored by use of the school’s computer equipment is the property of the BVT School District.

- BVT reserves the right to monitor and respond to all uses identified by the network administration.

Email

- Student and employee District e-mail accounts are intended for use school-related activities. Employees and students should only use their District e-mail account for school-related communications.
- Users should have no expectation of privacy relative to e-mail. E-mail is considered to be the property of the District and is therefore subject to periodic monitoring and review. District email is a matter of public record; always remember that District e-mail may be required to be disclosed or used in investigative or legal proceedings.

Restrictions and Guidelines

The following actions are prohibited, will be reported to school administration, and may result in disciplinary or possible legal action:

- Using the school’s logo, likeness or any school photographs or other property that belongs to the school on a web site, social networking site, personal site or other public venue, without expressed permission from the Superintendent-Director or his/her designee.
- Configuring of computer equipment for wired or wireless connection to the school’s network by means other than the school’s wireless guest network (BVTGuest).
- Using personal resources to establish a hot spot providing internet access bypassing the district’s firewall filtering capabilities.
- Going beyond authorized access, making deliberate attempts to disrupt system performance or destroy data (by spreading computer viruses or by any other means), installing any software on school computers or engaging in other illegal activities.
- The making of any video or audio recording of students or staff without the prior expressed permission of the supervising staff member. This includes but is not restricted to copying tests or other protected, sensitive or secure material. Unauthorized recordings are forbidden on campus and at off-site school-sponsored activities.
- Using school resources, including BVT wireless access on personal equipment, for unethical, harmful, obscene, illegal, or mischievous purposes, or for actions that disrupt the learning environment or orderly operation of the school.

LIMITS OF LIABILITY

The BVT Regional School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The school will not be responsible for any damages, such as loss of data resulting from delays, non-deliveries, misdeliveries, or service interruptions caused by negligence, errors or omissions. Use of any information obtained via on-line services is at the user’s risk. The BVT Regional School District specifically denies any responsibility for the accuracy or quality of information obtained through these services.
STUDENT EMPOWERED DIGITAL USE AND RESPONSIBILITY GUIDELINES
SIGNATURE PAGE

1. Student Section

Student Name (print): __________________________________________ Grade: _________

I have read the Technology Empowered Digital Use and Responsibility Guidelines and policies relating to the District’s Web Site. I agree to follow the rules contained in these policies. I understand that if I violate the rules, my access can be terminated and I may face other disciplinary measures. Loss of computer access may jeopardize the student’s ability to perform class and vocational assignments.

Student Signature:

____________________________________________________________________________

Date: _____/____/_______
# CURRICULUM PLAN

## PRACTICAL NURSING PROGRAM CURRICULUM PLAN

<table>
<thead>
<tr>
<th>Term I 20 Weeks</th>
<th>Hours</th>
<th>Clinical</th>
</tr>
</thead>
<tbody>
<tr>
<td>PN100 - Concepts of Human Biology (50) with (Nutrition 10 hours integrated) (Micro biology integrated 10) (S)</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>PN101 - Nursing Care of the Older Adult (N)</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>PN102 - Fundamentals of Nursing I (N)</td>
<td>65</td>
<td>170</td>
</tr>
<tr>
<td>PN104 - Introduction to Pharmacology (N)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>PN105 - Introduction to Nursing Trends and Issues (N)</td>
<td>15</td>
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<tr>
<td><strong>Total Term I</strong></td>
<td><strong>360</strong></td>
<td></td>
</tr>
<tr>
<td>PN200 - Human Growth and Development Across the Life Span (H) 40 (Nutrition 5 hours integrated) (S)</td>
<td>45</td>
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<tr>
<td>PN201 - Nursing Concepts I (N) (Nutrition 5 hours integrated)</td>
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<td>177</td>
</tr>
<tr>
<td>PN202 - Fundamentals of Nursing II (N) T 35/L25</td>
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</tr>
<tr>
<td>PN204 - Pharmacology II (N)</td>
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<tr>
<td>PN205 - Mental Health Concepts (N)</td>
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<td><strong>Total Term II</strong></td>
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<td>PN300 - Nursing Care of the Family (N) (Nutrition 5 hours integrated) (S)</td>
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<tr>
<td>PN301 - Nursing Concepts II (N) (Nutrition 5 hours integrated)</td>
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<td>139</td>
</tr>
<tr>
<td>PN304 - Pharmacology III (N)</td>
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</tr>
<tr>
<td>PN305 - Trends and Issues in Nursing Professional Practice (N)</td>
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<tr>
<td><strong>Total Term III</strong></td>
<td><strong>363</strong></td>
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<td><strong>Total Program</strong></td>
<td><strong>1090</strong></td>
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COURSE DESCRIPTIONS

Term I

PN100 Concepts of Human Biology
The course is designed to familiarize the student with the most important aspects of anatomy, physiology and systems of the human body. The content is dominated by two important themes, the complement of normal structure and function and the human body’s ability to maintain homeostasis. This course includes the study of the nutrients, their source, and functions. The introduction of nutrition as a concept integral to Human Biology will provide a foundation for integrated nutrition principles in Nursing Concepts I and II, Nursing Care of the Family, and Human Growth and Development. This course also includes an introduction to Microbiology with a focus on the organisms that present as pathogens, potential pathogens, and the body’s ability to prevent infectious diseases. The human body’s response to an invader, including inflammation and the infectious process will be discussed. Microbiology concepts introduced in this course will correlate with course content in Fundamentals of Nursing I: developing personal and nursing habits that control the existence and spread of infectious diseases.

PN101 Nursing Care of the Older Adult
This introductory course provides an organized body of knowledge about the aging process and health care needs of the well older adult. A major aim is to dispel myths about aging, and replace these myths with facts. The course explores the psychological, sociological, economic, ethical, legal, and physiological aspects of aging. The nursing process is used to explore the needs and problems of the older client, client’s families and groups of clients. The course progresses to more complex topics of disease processes that affect the cognitive abilities of the older adult, and the impact to clients’ families. Students are encouraged to use critical thinking and problem solving skills in beginning assessments, planning and providing care for older clients with self-care deficits relating to physical and mental decline. Alteration in the communication process is addressed as related to the older adult. The content is organized to reflect OREM’s theory of universal self-care requisites as related to the care of the older adult.

PN 102 Fundamentals of Nursing I
This course is designed to assist students in acquisition of knowledge that will enable them to give safe nursing care to older adult clients who require partly to wholly compensatory care. The role of the Practical Nurse is discussed related to the performance of basic nursing skills. Therapeutic communication is described in class and demonstrated in lab and clinical practice. The content is organized according to Orem’s theory of Universal Self-care Requisites. Units are subdivided according to appropriate nursing diagnosis. The clinical component begins with a partly to wholly compensatory nursing system. Presentation of nursing concepts and basic nursing measures are arranged to proceed from the simple to the complex and will provide the foundation for more advanced nursing care. Awareness of the practice of nursing within a culturally diverse population is emphasized for optimum delivery of patient care. Selected learning experiences are provided in the care of the older client in a community based and long term care facilities.
TERM I – CONTINUED

PN104 Introduction to Pharmacology
This course is designed to introduce the student practical nurse to basic concepts of therapeutic use of medications relating to health problems of older adults with potential or real self-care deficits, in structured health care settings. The content is organized according to Orem’s Theory of Universal self-care requisites. It includes concepts and clinical applications of pharmacology within a wholly to partly compensatory nursing system. Emphasis will be placed on the six rights of medication administration and its application to responsibilities and professional behaviors of the practical nurse based on ethical, legal, and regulatory standards of care.

PN 105 Introduction to Nursing Trends and Issues
This course offers an introduction to professional nursing. Students become familiar with professional behaviors of accountability and professionalism as they are introduced to legal ethical and regulatory standards that apply to the role of the practical nurse. This assists the student with the transition and adjustments necessary to develop professional behaviors in nursing practice. This course reflects upon nursing competency and its relationship to client safety. Students will be introduced to professional organizations that support nursing practice in general and licensed practical nursing specifically. Content will include the opportunity for students to explore the concept of nursing theories, nursing theorists and Orem’s Self-Care Nursing theory. A historical perspective of nursing, present health care issues, and the collaborative role of the practical nurse as an interdisciplinary team member are explored.
TERM II

PN200 Human Growth and Development Across the Life Span
This course includes the basic aspects of human growth, development, and behavior from conception through older adulthood. Basic food requirements for each age group, and an opportunity to apply the basic nutritional principles to the modern movement in health promotion and disease prevention are studied. Teaching-learning methods for each age group relating to safety and nutrition are discussed. Special populations such as clients living with developmental disabilities are considered. Cultural beliefs relating to food and nutrition, childrearing, adolescence behaviors, and end of life care will be explored. Death, dying, and grieving across the life span will be addressed.

PN 201 Nursing Concepts I
This course is designed to introduce the student practical nurse to the knowledge and skills necessary to care for clients and clients’ families with health care deviations in the acute and sub-acute care environment. The content is organized according to Orem’s Theory of universal self-care requisites. It includes concepts and clinical applications of client care within a wholly to partly compensatory nursing system. The role and responsibility of the student practical nurse is emphasized when caring for any age person with specific health-related self-care deficits. Critical thinking standards are strengthened while incorporating the nursing process. The units are subdivided according to selected nursing diagnosis. Awareness of the practice of nursing within a culturally diverse population is addressed for optimum delivery of patient care. Principles of nutrition in clinical practice are integrated throughout the units. Related medications are taught concurrently in the pharmacology course.

PN202 Fundamentals of Nursing II
This course is a continuation of principles, procedures and techniques essential to the delivery of nursing care. The content is organized according to Orem’s theory of universal self-care requisites. The units are further divided according to nursing diagnosis. The nursing process is used throughout when discussing delivery of nursing care. The clinical component covers the range from wholly compensatory to educative supportive nursing systems. Therapeutic communication is practiced, refined and critiqued in clinical practice. Specific skill content correlates with traditional medical surgical content presented concurrently in Nursing Concept I theory and practice. The role of the student practical nurse is expanded to include specific nursing skills, continuing to emphasize safety when delivering care. Supportive care and education of patients is incorporated into daily clinical and reviewed in clinical post conference.

PN204 Pharmacology II
This course is a continuation of basic concepts of therapeutic use of medications in selected health problems of clients in the acute care setting. The content is organized according to Orem’s theory of Universal Self Care Requisites. It includes concepts and clinical applications of pharmacology within a wholly to partial compensatory nursing system. Units are further subdivided according to appropriate nursing diagnoses. Emphasis will be placed on the role and responsibility of the Practical Nursing in the administration of medications to clients with specific health care deviations.
TERM II – CONTINUED

PN205 Mental Health Concepts

This course is designed to introduce the practical nursing student to basic, key mental health issues affecting clients in the community, or in the acute care medical surgical or sub-acute care environment. The connection between physical and mental wellness and their impact on healing will be explored. Attention will be given to the mental health needs of the child, adolescent, adult and older adult. The course is organized according to nursing diagnoses utilizing the nursing process and critical thinking. OREM’s theory as it applies to Mental Health is discussed. The students own behavior and significance of his/her own thoughts and feelings are explored through critical thinking. The importance of communication skills is stressed to enhance the students effectiveness in his/her care. Ways of dealing with stress and life crises is emphasized as the student grows and develops in the process (role) of becoming a competent practitioner. Safety needs of clients with mental health problems and the role of the PN in meeting mental health needs are addressed.
TERM III

PN300 Nursing Care of the Family
This course focuses on health care needs of the family from infancy through the childbearing years. The content is organized utilizing the framework of Orem’s Self Care Deficit Theory, concentrating on the supportive educative need for nursing. The student will demonstrate the role of the practical nurse while caring for children with common health care needs in ambulatory pediatric settings and care of low risk mothers and infants on a maternity unit while recognizing deviations from the norm. The student will provide a supportive educative role, utilizing teaching and learning principles with an emphasis on anticipatory guidance and cultural competence to promote health and wellness.

PN 301 Nursing Concepts II
This course is designed to assist the student practical nurse in acquiring the knowledge that will enable him/her to apply the nursing process to the care of adults and older adults with more complex health problems in a variety of settings. The content is organized according to Orem’s Theory of Universal Care requisites. Units are organized according to universal, developmental, and health deviation requisites. Units are further subdivided according to appropriate nursing diagnosis. Applications of principles of rehabilitation nursing are addressed. The basic principles of leadership, management, collaboration and delegation are taught concurrently in Nursing Trends & Issues II and are applied in the clinical setting. Critical thinking components of leadership, management, collaboration and delegation are applied to the practical nursing student leadership experience. Principles of nutrition are integrated throughout the units. Related medications are taught concurrently in the pharmacology course.

PN 304 Pharmacology III
This course is a continuation of basic concepts of therapeutic use of medications in selected health problems of clients within various health care agencies. The content is organized according to Orem’s theory of developmental and health deviation requisites. It includes concepts and clinical applications of pharmacology within a partially compensatory to supportive educative nursing system. Selected medication classes are related to specific health problems taught in the concurrent course Nursing Concepts II.

PN 305 Trends and Issues in Nursing Professional Practice
The course provides the foundations essential to preparing the graduate nurse for an entry-level position in Practical Nursing. The student will have opportunities to practice components of professional behaviors as they prepare resumes, letters of introduction, review proper dress and decorum, in applying and interviewing for potential nursing positions. The principles of leadership, management, collaborating and delegation will be presented, discussed and applied in Nursing Concepts II clinical practice. The students will demonstrate leadership, management, collaborating and delegation principles in the sub-acute, and rehabilitation clinical setting. The student will use critical thinking and problem solving strategies when developing tools that will be used to manage small groups of clients in the clinical setting. Collaborative versus independent roles are more thoroughly explored as related to the Massachusetts Nurse Practice Act during the leadership experience.